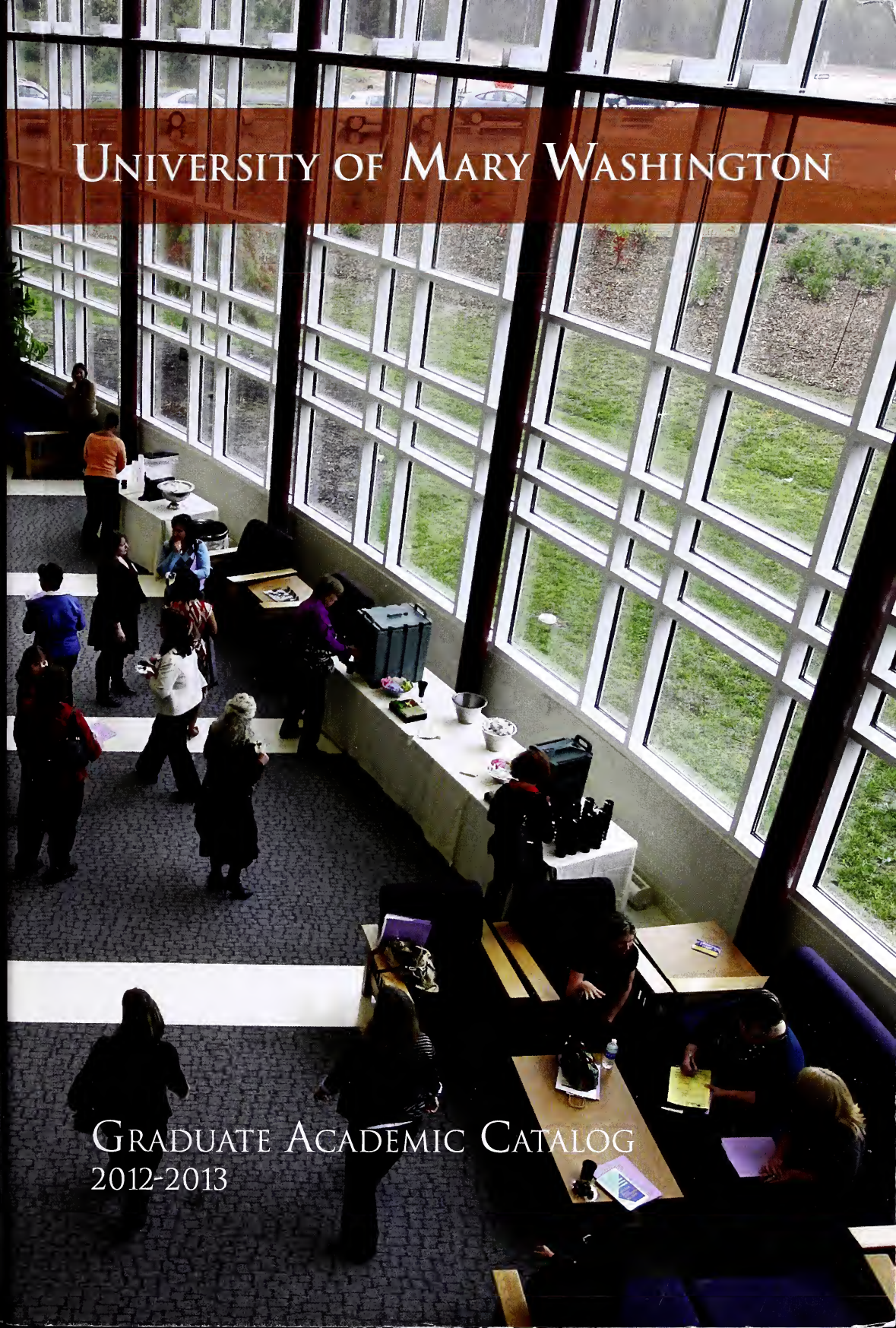

University of Mary Washington

Graduate Academic Catalog
2012-2013

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Graduate Academic Catalog

2012-2013

University of Mary Washington

1301 College Avenue | Fredericksburg, VA 22401 | www.umw.edu

of Mary Washington
Catherine Kamniola Babago
Master of Science
University of Mary Wa
Catherine Kamniola Babago
Master of Business Administ

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The *Graduate Academic Catalog* of the University of Mary Washington includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually online and in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the University.

Although the listing of courses in this *Catalog* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the University, statements in the *Catalog* do not constitute an actual or implied contract between the student and the University. This *Catalog* is also available online, and the definitive version of the *Catalog* shall be the electronic version published on the University website.

The University of Mary Washington is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1886 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Mary Washington.

THE UNIVERSITY

Chartered on March 14, 1908, and originally established as a State Normal and Industrial School for Women, the institution has evolved into a state-assisted, coeducational university consisting of campuses in Fredericksburg, Virginia, Stafford County, and King George County. University of Mary Washington is recognized as one of the nation's best small universities by such authoritative publications as *U.S. News and World Report*, *Barron's Profiles of American Colleges*, *The Fiske Guide to Colleges*, and *The Princeton Review*. In addition, programs in business, education, and adult degree completion provide a rich diversity of options that build upon and extend University of Mary Washington's excellence in the liberal arts.

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of the University, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

UNIVERSITY OF MARY WASHINGTON MISSION STATEMENT

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry,

personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by immersing students, faculty, and staff in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

HISTORY AND DEVELOPMENT OF THE UNIVERSITY

The institution was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. The name was changed in 1924 to the State Teachers College at Fredericksburg, and again in 1938 to Mary Washington College, having transformed over the years to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board. On July 1, 2004, the General Assembly named the institution University of Mary Washington.

Through an emphasis on quality, the University attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban

corridor," the University of Mary Washington serves the educational needs of both full-time and part-time students.

To meet the diverse academic goals sought by students in today's society, the undergraduate curriculum is organized into three colleges – the College of Arts and Sciences, the College of Business, and the College of Education. The various academic departments and disciplines offer more than 30 undergraduate programs. Four undergraduate degrees are awarded: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Bachelor of Professional Studies. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the University's educational philosophy, and commitment to this tradition will continue.

University of Mary Washington also awards graduate degrees: Master of Business Administration (MBA), Master of Science in Management Information Systems (MSMIS), a combined MBA-MSMIS degree, Master of Education, and Master of Science in Elementary Education. Details about these degree programs are available in the University's *Graduate Academic Catalog.* Because the Master of Science in Elementary Education is a fifth-year program that follows directly from the undergraduate degree, details about it are available in the education section of this *Catalog* as well.

As the University evaluates its offerings, it will build upon its high-quality programs and propose curricular additions and adjustments specifically designed to meet new and increased demands.

STATEMENT OF COMMUNITY VALUES

The University of Mary Washington is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:

- *the importance of personal integrity as reflected in adherence to the Honor Code*
- *the right of every individual to be treated with dignity and respect at all times*
- *the appreciation of and respect for diversity in our community and adherence to the University's Principles of Diversity and inclusion and the University's Statement of Non-Discrimination, and*
- *the freedom of intellectual inquiry in the pursuit of truth.*

We accept responsibility to help create the environment we strive to achieve. We will live up to these values and work to support our collective and individual successes. As members of the University community we will not condone behavior that compromises or threatens these values.

UMW PRINCIPLES ON DIVERSITY AND INCLUSION

The University of Mary Washington strives to create a climate of acceptance and will promote the values of diversity and inclusiveness. These values strengthen our community and are essential to our academic mission and institutional excellence.

The University of Mary Washington values diversity in all forms— including diversity of age, culture, disability, economic background, ethnicity, gender, gender identity and expression, marital status, national origin, opinion, political affiliation, race, religious background, sexual orientation and veteran status.

The University of Mary Washington recognizes its responsibility to be a model of fairness and equal opportunity, providing intellectual and institutional leadership regarding diversity issues and initiatives.

As a public university in the Commonwealth of Virginia, the University of Mary Washington embraces its obligation to provide educational opportunities to broader communities found locally and nationally, and to then reflect the diversity of peoples, backgrounds, and experiences in the student body, faculty, administration and staff.

The University is committed to providing broad administrative, programmatic and academic support to achieve its institutional goals for diversity.

The University seeks to prepare students from all backgrounds and identities to live, work and thrive in a global society.

The University seeks to provide a welcoming and inclusive environment of mutual respect for students, faculty, staff and community, internally and externally, of all backgrounds and identities.

The University of Mary Washington recognizes that the adoption of this Statement is the responsibility of the entire University community. To ensure the successful implementation of the statement, the University is committed to a system of responsibility, accountability, and recognition for all faculty, staff, and students that carries out the institutional values on diversity and inclusion and all related goals and objectives.

THE HONOR SYSTEM

Another element basic to the University's mission is adherence to the Honor System, which applies to every student enrolled at the University and constitutes one of the distinctive features of student life at the institution. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other course work means that the work that the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor hearing is conducted by an elected Honor Council. In case of a conviction, the student may receive punishment ranging from community service to permanent dismissal from the University, and major sanctions will be noted on the student's permanent academic transcript. All students and faculty should understand that by joining the University of Mary Washington community they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of the University of Mary Washington is further enhanced by the very location and physical characteristics of each campus. The University is named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried near the Fredericksburg campus. Fredericksburg is a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their neoclassical, Jeffersonian style of architecture, are interspersed along a wide brick Campus Walk that extends for more than a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn and large wooded areas.

The Stafford campus, located seven miles north of the Fredericksburg campus, is situated on a wooded 48-acre site in the heart of one of the region's rapidly developing business, technology, and residential corridors. The campus location, parking, and modern architectural design have been carefully tailored to maximize convenience and educational quality for working adult commuting students, while remaining faithful to the high aesthetic standards of the University.

A third campus in King George County, near the Dahlgren Naval Surface

Warfare Station, opened in January 2012. The UMW Dahlgren Center for Education and Research is designed to support the education and continued professional development of the region's engineers, scientists and professionals by providing educational programs and services to the Navy base and the surrounding community.

CENTER FOR TEACHING EXCELLENCE AND INNOVATION

Through the Center for Teaching Excellence and Innovation, UMW works to promote and sustain excellence in teaching, explore and develop innovative pedagogy and curriculum, and advance student learning. The Center is more than a place; it is a community of faculty, staff and students passionate about learning, a focal point for conversations about and taking action to enhance teaching and learning. The Center seeks to promote a culture of teaching innovation and teaching excellence through scholarly inquiry. A culture of teaching innovation and excellence goes beyond knowledge of pedagogy and course design. For faculty, a culture of excellence embodies knowledge and the application of best practices to one's teaching. For students, it involves the willingness to open up to the challenges of engagement and genuine learning. Through a variety of means, the Center works to support faculty who are interested in scholarly inquiry and in developing teaching strategies to support meaningful learning, implementing meaningful approaches to student assessment, or exploring emerging academic technologies or other instructional and creative resources.

CENTER FOR ECONOMIC DEVELOPMENT

The Center for Economic Development serves to assist area jurisdictions in their efforts to promote economic development of the region. The Center also functions as a central point of contact to connect UMW faculty and students with regional initiatives and businesses seeking their assistance, such as through the University's partnership with the Fredericksburg Regional Alliance. A number of separate units report to the Center for Economic Development. The Dahlgren Campus/Center for Education and Research supports the education and continued professional development of the region's engineers, scientists, and professionals who provide services to the Navy base and the surrounding community. This campus is currently utilized by George Mason University, Germanna Community College, Naval Postgraduate School, Naval War College, Old Dominion University, Rappahannock Community College, Virginia Commonwealth University, and Virginia Tech. The Professional Development programs at UMW provide the region's business and professional community with high quality programs designed to enhance individual performance and organizational effectiveness,

primarily through certification programs in human resource management and project management. The Small Business Development Center (SBDC) helps entrepreneurs and small businesses establish, manage, and expand their organizations. The SBDC provides expert, one-on-one, confidential counseling, and research services at no cost, and it offers seminars and training programs in all aspects of small business management at low costs. These services are available to any existing or startup small business or potential entrepreneur.

THE UNIVERSITY OF MARY WASHINGTON DIFFERENCE

Graduate study at UMW features a strong emphasis on faculty mentoring and a commitment to teaching excellence. Graduate courses combine a focus on the literature of the discipline with research opportunities or practical training experiences. Small, interactive courses featuring real-world experiences are the hallmarks of our graduate programs in business and management information systems. The real-world connections in these programs are fostered because our faculty have professional business experiences and most of our students are themselves working professionals. Graduate programs in education guide students through a transformative experience that engages them to integrate research, best professional practices, and substantive pedagogical innovations. This process leads education students to a point where they will be well equipped as graduates to address 21st century educational challenges. Whether you have already joined the UMW community or are a prospective student, the remaining pages this catalog will provide you with a clear overview of our graduate programs in business, management information systems, and education. Additional information is available at academics.umw.edu.

STATEMENT OF NON-DISCRIMINATION

The University of Mary Washington subscribes to the principles of equal opportunity and affirmative action. The University does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The University will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the University.

TIME
COMPUTER SOFTWARE
The Magic Inside the Machine
Microsoft Boss Bill Gates
FASHION MAGS. DIRTY LAUNDRY
Master Of the Universe

ADMISSION AND ENROLLMENT

ADMISSION TO GRADUATE PROGRAMS

The Office of Admissions is the primary point of contact for prospective students interested in all graduate programs. The Admissions Office has locations on both the Fredericksburg and the Stafford campuses. Prospective students should contact the admissions office to schedule individual interviews, attend information sessions, or request application materials. New students and students seeking readmission after an absence of three or more consecutive semesters must apply through the Admissions Office.

Specific admissions requirements for each graduate program are addressed separately in the sections of this catalog pertaining to each program.

For College of Business graduate programs, see the requirements beginning on page 34 (Master of Business Administration program), page 43 (Master of Science in Management Information Systems program), and page 49 (combined MBA/MSMIS program).

For College of Education graduate programs, see the separate admissions requirements for the following programs: the Master of Education Initial Licensure Five Year Pathways (beginning on page 58); the Master of Science in Elementary Education (page 67); the Master of Education Initial Licensure Post Baccalaureate Pathways (beginning on page 71); the Master of Education for professional development or added endorsement (beginning on page 89); or graduate endorsement and certificate programs (beginning on page 103).

ENROLLMENT POLICIES AND PROCEDURES

Students may refer to the University's *Guide to Registration* for information related to enrollment. They are also encouraged to review registration details online at www.umw.edu/registrar for the most up-to-date enrollment information.

Add

Students may add courses during the official add period after the initial registration period. The official course-add period is published for fall, spring, and summer in the *Guide to Registration.*

Audit

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space-available basis. Audit registration procedures, dates, and costs are available in the Office of Admissions and on the website for the Office of the Registrar at www.umw.edu/registrar.

Course Load

Graduate student load definitions, as determined by the U.S. Department of Education and the U.S. Department of Veterans Affairs, are:

full time	9 or more credits
part time	fewer than 9 credits
3/4 time	6 credits
more than 1/4 but less than 1/2 time	3 credits

Students who have *less than* a cumulative 3.50 GPA in graduate work or less than a 3.50 GPA in graduate work for the most recently completed semester or summer session may register for a course load up to six credits per semester or summer session, including undergraduate foundation credits. To register for more than six credits, students must submit a written request, with sufficient justification for the overload, to the appropriate academic program director and the department chair. The request may require additional review by the dean. If the request is approved, the department chair grants permission in writing, and includes the number of credits approved.

Non-degree students pursuing admission to, and enrollment in, graduate course work must secure permission for enrollment from the appropriate academic program director and may not register for more than a total of six credits prior to enrolling in a degree program.

Drop

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may withdraw from courses based on the calendar included in the *Guide to Registration.* The amount of refund, if any, is based on the refund schedules published in the *Guide to Registration.* Nonattendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines unless a student withdraws completely from the semester or summer session. Courses that are taught in short time frames or that have either beginning or ending dates different from the beginning or ending dates of the regular full academic semester or summer session have published drop/withdrawal guidelines

specific to the dates of the course. Students who have completed and received a grade for the first eight-week session may withdrawal from a class by the published date but are ineligible to withdrawal from the entire semester.

Students who drop all courses in which they are registered must withdraw from the University. ***Information on Voluntary Withdrawal is available in this section.***

Instructor-Initiated Drop

Instructors have the authority but are not required to initiate a drop for students during the first week of classes if the student does not attend:

- the **first and second** meetings of a class that meets three times per week.
- the **first and second** meetings of a class that meets two times per week.
- the **first** meeting of a class that meets once each week.

Overload

Students with a cumulative 3.50 grade point average (GPA) in graduate work or with a 3.50 GPA in graduate work for the most recently completed semester or summer session may register for a course load up to 12 credits per semester (not to exceed six credits per eight-week session) including undergraduate foundation credits. To register for more than 12 credits per semester or summer session, permission must be obtained – in writing – from the appropriate academic program director and the department chair.

Permission may be granted to students for an overload if evidence is presented of strong academic achievement in the recent completion of graduate course work at a prior institution.

Section Change

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute an official change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the *Guide to Registration.*

Withdrawal, Administrative

The administrative withdrawal of a student from a given semester or summer session is an action required as a result of either a disciplinary or honor violation, or improper course enrollment as deemed by the University administration, and is not a voluntary action taken by the student. Such withdrawals may be noted on the student's permanent record, including whether the student is eligible to return to study.

Withdrawal, Voluntary

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester or summer session. Such withdrawals must be completed by the last day of class for the semester or summer session. If students have received grades in a completed course, within the semester or summer session, they are not eligible to withdraw. In this case, students may drop courses registered for in the upcoming or current session; however, these students are subject to drop policies for the courses, and grades received for courses in completed sessions are recorded as part of the student's permanent academic record.

Students must complete a withdrawal form and obtain the required approvals. Students are fully responsible for all outstanding charges on their account, and are not permitted to return to the University or register for courses until their account is cleared. A student who withdraws may return to study within three semesters, excluding summer, without applying for readmission to the University, if the student's cumulative grade-point average is 3.0 or higher, the student's account is in good standing, and all other obligations to the University have been met. If a student remains withdrawn for more than three semesters, excluding summer, the student must apply for readmission. ***Information on Readmission is available in the Academic Rules and Regulations section.*** Any refunds due at the time of withdrawal are based on the refund schedule for the period published in the *Guide to Registration.* Such withdrawals are noted on the student's permanent record.

Military Activation and Withdrawal from the term.

Students who are in military service (active duty, reserves, of National Guard) and will be unable to complete the courses in which they are enrolled because of a military deployment, mobilization, or change in duty assignment may withdraw from all courses as of the effective date on their military orders. Students should contact the Office of the Registrar in order to process the course withdrawals, and a copy of the military orders must be provided as documentation. Students withdrawing in this manner will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Textbooks purchased from the UMW Bookstore may be returned to the University Store for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

DEFINITIONS RELATED TO ENROLLMENT AND REGISTRATION

Corequisite and Prerequisite Courses

Corequisite courses are two or more courses that must be completed concurrently.

A course that is required to be completed before enrollment in another course is considered a prerequisite course. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with prerequisites unless the prerequisite courses have been successfully completed, or waived by the program director. The appropriate department chair resolves prerequisite rule violations.

Course Numbering

The course number is a four-letter discipline code plus a three-digit number delineating the course level. Courses numbered below the 100 level do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100s and 200s and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300s and 400s and require some previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are graduate-level courses. Courses that are numbered in the 800s and 900s are nondegree professional development courses either at the pre- or post-baccalaureate level. These courses cannot be used toward the completion of degree programs at the University.

Directed Study

Degree or certificate students may undertake a directed study for academic credit to investigate a topic that is not covered by course offerings. Permission for a directed study project is granted by the department chair, if there is an appropriate faculty member available to guide the student's work. Students register for directed study projects with the Office of the Registrar by completing a directed study form signed by the supervising faculty member and the department chair. Nondegree-seeking students may not enroll in directed study.

Schedule of Courses

The Office of the Registrar maintains the official listing of courses offered each fall, spring, and summer on its web site. All University courses adhere to the Southern Association of Colleges and Schools' accreditation guidelines and provide contact hours commensurate with the credits earned.

STUDENT RECORDS

Confidentiality of Student Records

All student records maintained by University academic and administrative offices are confidential. Only such information that is necessary for appropriate business and academic procedures is maintained in the official student record. University officials may access student records for the purpose of conducting student business.

Directory Information

The University may release "Directory Information" as defined by the University under the authority of the Family Educational Rights and Privacy Act (FERPA), unless the student informs the University's Office of the Registrar that all or part of such information should not be released without the student's prior consent. Directory Information includes a student's addresses (home, mailing, email), telephone numbers, class level, previous institution(s) attended, major fields of study, awards, honors (including Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, past and present participation in officially recognized sports and activities, and physical factors (e.g., height and weight of athletes). A request to withhold Directory Information must be received in writing on an annual basis by the Office of the Registrar. A form is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by May 1 preceding the academic year, selected Directory Information will appear in the University's telephone directory due to press deadlines. Note that "name" is not considered Directory Information and will appear in the telephone directory, along with the designation "Unlisted."

Counseling and Psychological Services (CAPS) records, as well as medical records, are not included in the category of information open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the director of disability services are open to inspection with limitations. Students may request a copy of disability documentation that is generated by the office, but may not request access to the director's personal notes, to test protocols, or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another University office without the student's permission. With the student's written permission, disability documentation generated by the Office of Disability Services may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

Directory Information may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the President.

Permanent Record

The permanent record consists of the documents that are maintained for each student that must be kept in perpetuity either in hard copy or

electronically. Examples include admission applications, any exception granted by the University, and records of disciplinary action. Letters of recommendation are excluded for undergraduate students but included in the records of graduate students. Students may view their permanent record, in accordance with the Family Educational Rights and Privacy Act of 1974, by contacting the Office of the Registrar.

Verification of Enrollment

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.

ACADEMIC DISPUTES

If there is a dispute between a student and a faculty member concerning a decision of the faculty member, every effort should be made by them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the following semester, recognizing that the burden of proof is on the student. In such cases, the following procedure is to be followed:

The student will submit a written statement of the matter under dispute, with any supporting material, to the chairperson of the department of the faculty member concerned (or to the college dean, if the dispute is with the chairperson), with a copy sent to the faculty member.

1. Within seven (7) days, the chairperson will review the dispute, consulting with the faculty member and student concerned, with other department members as appropriate, and will attempt to settle the dispute. If agreement is reached at this level, the process ends.
2. If either party does not accept the recommendation of the chairperson, the chairperson will forward all material including his or her recommendation to the college dean.
3. The college dean will review the material submitted and will determine whether or not further consideration of the matter would be fruitful. If the decision is that additional consideration would not be fruitful, the college dean will render a final decision. If further consideration is needed, the matter will be referred to an academic review board to act as a conciliator between the student and the faculty member.
4. If the college dean determines that further consideration is needed, the matter will be referred to an academic review board. The dean of the college in which the faculty member is housed will determine the makeup of the academic review board.
5. The academic review board will hear the evidence of both the student and the faculty member on the matter and, within two weeks of being

convened, communicate its recommendation to the college dean with copies to the student, faculty member and chairperson involved.

6. The college dean will then render a decision, which will be final.
7. Either party may appeal the dean's decision on procedural grounds only by submitting, within within seven (7) days, a written appeal to the Provost outlining the specific procedural irregularities being alleged to have occurred during the review of the academic dispute. The Provost will determine whether or not a procedural review is warranted, who should be requested to undertake that review, and the timeline for completing the procedural review and reporting to the Provost. The appeal process is completed with the Provost's decision.
8. If a student believes the faculty member has committed a breach of professional ethics, this concern should be conveyed in writing to the chairperson or to the college dean. If the concern involves the college dean, the matter should be conveyed in writing to the Provost.

ACADEMIC RULES AND REGULATIONS

Grades in Foundation Courses. Academic performance in undergraduate foundation courses is rated according to the following system:

A	4.00 quality points	C	2.00 quality points
A-	3.70 quality points	C-	1.70 quality points
B+	3.30 quality points	D+	1.30 quality points
B	3.00 quality points	D	1.00 quality points
B-	2.70 quality points	F	0.00 quality points
C+	2.30 quality points		

Grades in Graduate Courses. Academic performance in graduate courses is rated according to the following system:

The following grades carry 0.00 quality points: W (Course Withdrawal), I (Incomplete), G (Delayed Grade), and TR (Transfer Credit). Note: The MBA, MSMIS, and MBA-MSMIS Dual Degree programs do not use C-, D+, or D to evaluate student academic performance.

Incomplete grade. Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work or final examination for a particular course due to unforeseen circumstances, e.g., illness, natural disaster, or family catastrophe. A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty member must file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. Supporting documentation may be required. The Incomplete Grade Contract must be approved by the appropriate program director and filed with the Office of the Registrar. If appropriate, students must drop any subsequent course

for which the incomplete course is a prerequisite. Students must complete the course work by the end of the following semester or summer session, whether enrolled in University course work or not, or by the specified contract date. A grade of F will be applied automatically to the course after the completion deadline has passed if the student fails to complete the work or the faculty member submits no other grade.

Students who are in military service (active duty, reserves, of National Guard) may request an incomplete grade for military deployment, mobilizations, or duty changes occurring in the final three (3) weeks of the course. A copy of the military orders must be provided to the Office of Academic Services as documentation. The deadline for removing an incomplete given on the basis of military service is last day of the semester following the one in which the incomplete was given. Every effort will be made to work with the student and the faculty member to facilitate completion of the incomplete. Should military service commitments prevent the student from fulfilling the requirements for removal of the incomplete, a grade of W will replace the incomplete.

Exams: Final examinations and other culminating assignments are scheduled at the end of each course regardless of the course length. Students who fail to take a required final examination or who fail to submit a final culminating assignment have not completed the course requirements and, therefore, fail the course. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

Illness or Emergencies During the Examination Period: Any illness or emergency that prevents a student from taking a scheduled final examination should be reported to the Office of Advising Services prior to the examination. The student should provide his/her name, the title of the course, name of the instructor, and time of the examination. The Office of Advising Services will notify the instructor, and it is then the student's responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student must notify the Office of Advising Services.

Attendance: Class attendance is a primary responsibility of students, and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed, including tests, quizzes, assignments, and announcements made in any missed classes. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student's grade in the course.

Grade Change: Instructors may submit grade changes for the removal of a G grade (grade delayed), for a miscalculation resulting in an inappropriate grade, or to correct an error. Instructors may submit changes only during the term immediately following the term during which the grade was assigned. The dean of the college in which the course was taken must approve the grade change. Grades will not be changed after a degree has been conferred or a certificate has been awarded.

Transcripts: The transcript is the student's official academic record and is maintained by the Office of the Registrar. Transcripts list: (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn; (2) transferred course work; and (3) related comments such as honors notations, graduation dates, or probation/ suspension notices. Students may request transcripts of their academic records from the Office of the Registrar only in writing and with signed authorization by the student. Facsimile requests can be honored. Official transcripts may not be released for students who have financial obligations to the University.

Non-degree status. Students who enroll in courses but have not been accepted into any degree or certificate program are defined as non-degree students. The same academic rules, regulations, and procedures that govern degree students also govern non-degree students. All credits earned by a student in any certificate program or in a non-degree status may be applied toward a degree program if the courses qualify as degree requirements or electives.

Non-degree graduate students may complete a maximum of six graduate credits, with approval from the program director. Such students are required to provide transcripts showing completion of a baccalaureate degree from a regionally-accredited college or university prior to obtaining non-degree status.

Reenrollment, Readmission, and Leave of Absence Policies. All degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. Students maintain reenrollment status by completing advance registration each semester.

Graduate degree students who do not enroll for three consecutive semesters, excluding summers, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission.

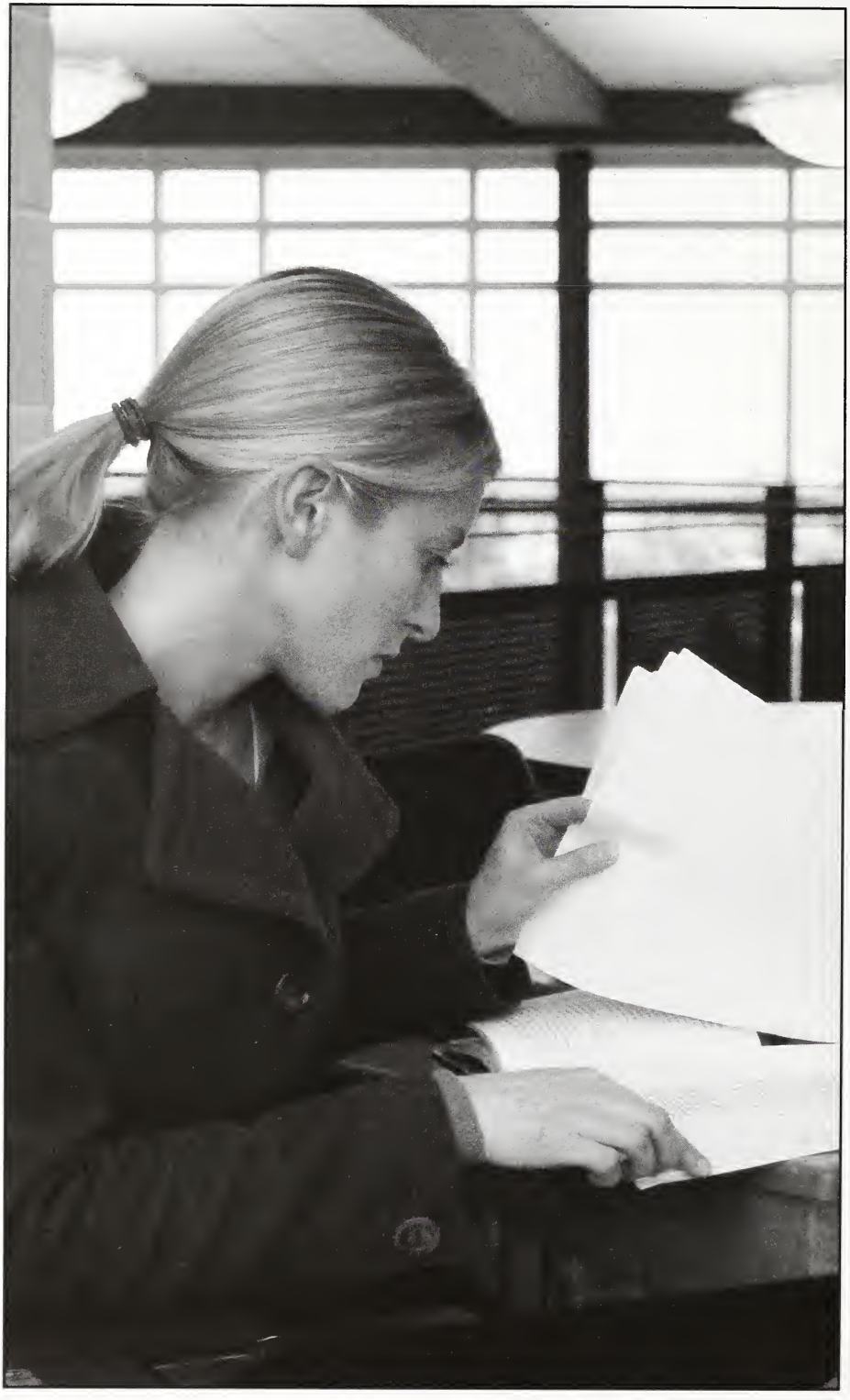
Degree students who interrupt their program of study, either by withdrawing during a semester or summer session or by not enrolling at the University for a semester or summer session, but who wish to return after a given period of time away, must request an official Leave of Absence prior to the beginning of the first semester or summer session of absence or at the time of withdrawal by contacting the Office of the Registrar. Degree students who

do not attend classes at the University, and for a specific period of time attend courses at another institution, also must request a Leave of Absence to remain on active status in their degree program.

A graduate degree student on Leave of Absence who reenrolls within one semester or summer session after the approved Leave of Absence will be permitted to complete the degree program and satisfy the requirements in effect when the student began.

Graduate students who do not request a Leave of Absence and return within three consecutive semesters will be required to comply with any changes in academic regulations and degree requirements made during their absence. Additionally, those graduate students not on an Official Leave of Absence may be subject to review by the appropriate graduate program Continuance Committee and may have additional requirements set for reenrollment by the appropriate graduate program Continuance Committee.

Reinstatement of Students Returning from Military Service. Students who withdrew from the University as a result of military deployment, mobilizations, or duty changes are entitled to return without having to re-qualify for admission so long as the student (a) returns after a cumulative absence of no more than five years, and (b) notifies the Office of Admissions of the intent to return to the University not later than three (3) years after the completion of the military service obligation. The student must provide the Office of Admissions with a copy of the military orders to substantiate the end of duty date.



FEES AND FINANCIAL AID

TUITION AND FEES

Tuition and Fees are approved by the Board of Visitors prior to each academic year. The yearly tuition and fee schedule can be found on the Student Accounts website (www.umw.edu/studentaccounts). Any changes to the schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in Lee Hall (540/654-1250). Questions about financial aid or assistance should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

Residential Fee. The residential fee is the cost per semester for University housing.

Meal Plans. University of Mary Washington offers different meal plan options to residential students: a Super Meal, 275 block, 225 block, 150 block, or 90 Meal Block plan (for students residing in the UMW Apartments, Eagle Landing, or commuter students). Each meal plan comes with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest or the Underground. EagleOne Dollars may also be used for additional dining meals. All residential students are required to enroll in a meal plan. All freshmen may choose from the Super Meal, 275, or 225 block plan. A 60 block meal plan is available to commuting students only. Commuting students may sign up for any of the plans offered at UMW.

UMW EAGLEONE CARD

The University of Mary Washington EagleOne Identification Card is the only card a student needs at the University. The card acts as a form of identification allowing access to the library, gymnasium, and other University buildings and activities. It contains the students' meal plan and flex dollar information for University food service. It is also a debit card. Money may be added in the form of EagleOne Dollars, which can then be debited from the balance for use in the University Bookstore, the Eagle's Nest, the Underground, the Restaurants at Seacobeck, UMW Health Center, laundry, vending, University Tennis Center, theater productions, 22 pay-to-print locations, Copy Center, Post Office, EagleExpress Cart, and other locations on campus. Various

Fredericksburg area merchants also accept the EagleOne card as payment. A list of participating merchants is available online at eagleone.umw.edu. EagleOne cardholders may check their account balances, deposit funds, and download statements at eagleone.umw.edu.

OTHER FEES

All other fees vary by academic year. For the most up-to-date fees please visit the Student Accounts website (www.umw.edu/studentaccounts).

Mandatory Processing Fee. A non-refundable mandatory processing fee is charged to any student who registers for classes. If the student cancels prior to the semester beginning or withdraws during the semester he or she is still responsible for paying the mandatory processing fee.

Audit Fee. This fee is incurred when students take a course for no credit, and is charged to all part-time students who audit a class and any full-time students whose semester course load exceeds 18 credit hours by virtue of the audited course. Auditing a course is permitted on a space-available basis in courses where approval to audit is granted.

Tuition Overload Fee. A full-time student registering for more than 18 semester credit hours is required to pay an additional overload fee based on his or her residency.

Credit-by-Examination. Degree-seeking students are charged a fee when taking examinations for which credit may be awarded.

Special Course Fees. Some classes require the payment of a special instructional fee in addition to the tuition charge.

Study Abroad Fee. All students studying abroad must pay the study abroad fee. The fee applies to study abroad programs occurring in the summer session, a semester, or the full academic year.

Late Payment Fee. A fee, which is 10 percent of the unpaid account balance (up to $250), will be charged to students whose accounts are not paid in full by the invoice due date. Interest may also be charged on all past due accounts.

Returned Payment Fee. There is a service charge for each check/e-check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned payment. Payments returned for insufficient funds will be considered as nonpayment and subject to the 10 percent late fee.

Parking Fee. There is a parking fee and students should visit the Parking Management office's website (http://adminfinance.umw.edu/parking) for more details.

TERMS AND METHODS OF PAYMENT

University of Mary Washington accepts payments in a variety of ways. For complete details, see the office of student accounts' web page regarding

"Making Payments," found at www.umw.edu/cashier/payments.

All fees, including room and board, are billed to students through EaglePAY within the student's EagleNET portal and are payable in advance of the beginning of the semester. If a student wishes to designate additional authorized payers, he/she may do so through EaglePAY. This will allow those authorized by the student to access the student's bill. For further instructions, please contact the Office of Student Accounts.

Room Deposits. Any graduate student who signs a contract to live in on-campus housing is required to make a $500 deposit to secure the residential space. Please note that only $250 will be credited to the account and the other $250 will be held as a contingent fee to be refunded less any outstanding balance at the point they either graduate or move off campus.

Statements and Due Dates. The University emails each student a notification that a bill is available for viewing online well in advance of the beginning of each semester. Payment is due by the date specified on the statement. Payment plans are offered to degree seeking students through a third party approved by the University. If you are interested in this option please visit the Student Accounts website (www.umw.edu/studentaccounts).

If a full-time student has not received a statement of charges within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible.

Throughout the semester a student's account may include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. Any student whose full account has not been settled may not receive grades or transcripts, be able to pre-register for classes, or be eligible to return to the University until the account is settled.

Scholarship and Loan Awards. Normally, one-half of the annual financial aid awarded through the Office of Financial Aid is shown on each semester statement. If state, federal or UMW grants/scholarships that were awarded are not credited on the statement, the student may check the EagleNet portal for missing documents and then contact the Office of Financial Aid. Some scholarships are not paid until the successful completion of the semester. In these cases, the bill must be paid in full by the due date to avoid late charges.

A student receiving financial aid from a source other than the University must make sure that payment is received prior to the statement due date. If an official notification can be provided to the Student Account's office from the source; that lists the date of the award, its amount and the method of payment; then an extension will be granted to the end of the first week of classes. Failure to provide official notification could result in a student's account being delinquent. Awards and loans from sources other than the University will not be credited to the account until they are actually received at the Cashier's Office. One half of the award will be shown on each semester unless otherwise directed in writing by the granting source.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the University during the semester should promptly complete an official withdrawal form in the Office of the Registrar in Lee Hall (Fredericksburg campus) or on the Stafford campus. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

Students who are in military service (active duty, reserves, of National Guard) and withdraw from all courses in a given term as a result of a military deployment, mobilization, or change in duty assignment will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Military change orders must be provided to the office of Student Accounts. Any deposits paid by students who discontinue enrollment as a result of a military service obligation will be fully refunded. Textbooks purchased from the UMW Bookstore may be returned to the University Store for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

CLASSIFICATION AS A VIRGINIA STUDENT

The *Code of Virginia,* section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. Please refer to the State Council of Higher Education for Virginia's website (www.schev.edu/Students/VAdomicileguidelines.asp) for clarification on eligibility and any changes to the code of Virginia regarding tuition benefit provisions.

In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state primarily to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and their dependents. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2486), or Office of Student Accounts (540/654-1250).

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education to (1) register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has an individual taxable income not exceeding $15,000 for federal income tax purposes for the year preceding the year in which

the enrollment is sought, (2) register for and audit courses offered for academic credit, and (3) register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Senior citizens pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income not exceeding $15,000 may audit credit courses or enroll in non-credit courses without paying general University fees, but must pay general University fees to take courses for University credit. Additional information is available through the office of the Registrar (540/654-1063).

VIRGINIA MILITARY SURVIVORS AND DEPENDENTS EDUCATION PROGRAM

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict.

VMSDEP provides educational benefits for children of certain Virginians who served in the Armed Forces of the United States. Eligible children attending public colleges and universities in Virginia are admitted free of tuition and all required fees. (See the *Code of Virginia,* Section 23-7.4:1.)

Additional information is available through the Office of Student Accounts (540/654-1250).

VETERAN'S BENEFITS

Students who have questions about Veteran Affairs (VA) benefits prior to admission should address inquiries to the Veterans Inquiry Unit at the U.S. Department of Veterans Affairs Regional Office, 210 Franklin Road S.W., Roanoke, VA 24011, 888/442-4551, www.gibill.va.gov. Students who have questions about VA benefits after admission should address inquiries to the Office of the Registrar.

FINANCIAL AID

The University of Mary Washington offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Each year, UMW administers over $18 million in financial assistance, including educational loans totaling $14 million, for students at both the Fredericksburg and Stafford campuses. Through a comprehensive program of grants, scholarships, loans and student employment from federal, state, institutional and private resources, the Office

of Financial Aid strives to assist applicants with various aid sources to pay for college expenses. Financial assistance, including scholarships, offered through the Office of Financial Aid is need-based and requires results from the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

Typically, non-Virginia students with an Expected Family Contribution or EFC of $2000 or more can expect to receive Federal Stafford student loans, possible student employment and, if eligible, Pell grants. Students with need who are residents of the Commonwealth of Virginia, may be eligible for Virginia state scholarships and grants. Priority for all scholarships and grants is given to students who maintain a minimum 2.000 UMW cumulative grade-point average. Many programs require a higher grade-point average.

Freshmen and transfer students must complete the FAFSA or file online before March 1. Returning students must file by March 15. The Federal (Title IV) school code for the University of Mary Washington is 003746. Current students selected for verification and all first-time students, as well as parents of dependent students, must submit copies of their federal tax returns to the Office of Financial Aid in early May. Students not meeting filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards. Students must be enrolled at least half-time to receive aid.

Military Deployment Withdrawals and Financial Aid. Students receiving financial aid who withdraw from the University due to military deployment must contact the Office of Financial Aid prior to their withdrawal. Federal regulations require that financial aid funds be returned to the government when a student receiving financial aid withdraws from the University. Students must contact the Office of Financial Aid because federal refund guidelines are subject to change.

Satisfactory Academic Progression Policy. To receive financial aid in subsequent years, students must complete a minimum of 75 percent (rounded up to the nearest whole number) of the credit hours attempted in an academic period. For example, full-time students enrolled for 30 credit hours during an academic year must successfully complete 23 credits. By the same standard, part-time students enrolled for a total of 12 credits must complete 9 credits. Enrollment is verified approximately three weeks after the start of classes. The complete Satisfactory Academic Progression policy is posted on the financial aid Web page at www.umw.edu/financialaid/sap. Grade level and cumulative grade-point average (CGPA) for courses at UMW is as follows:

Less than 30 credit hours, minimum 1.650 CGPA

30 – 45 credit hours, minimum 1.800 CGPA

46 – 59 credit hours, minimum 2.000 CGPA

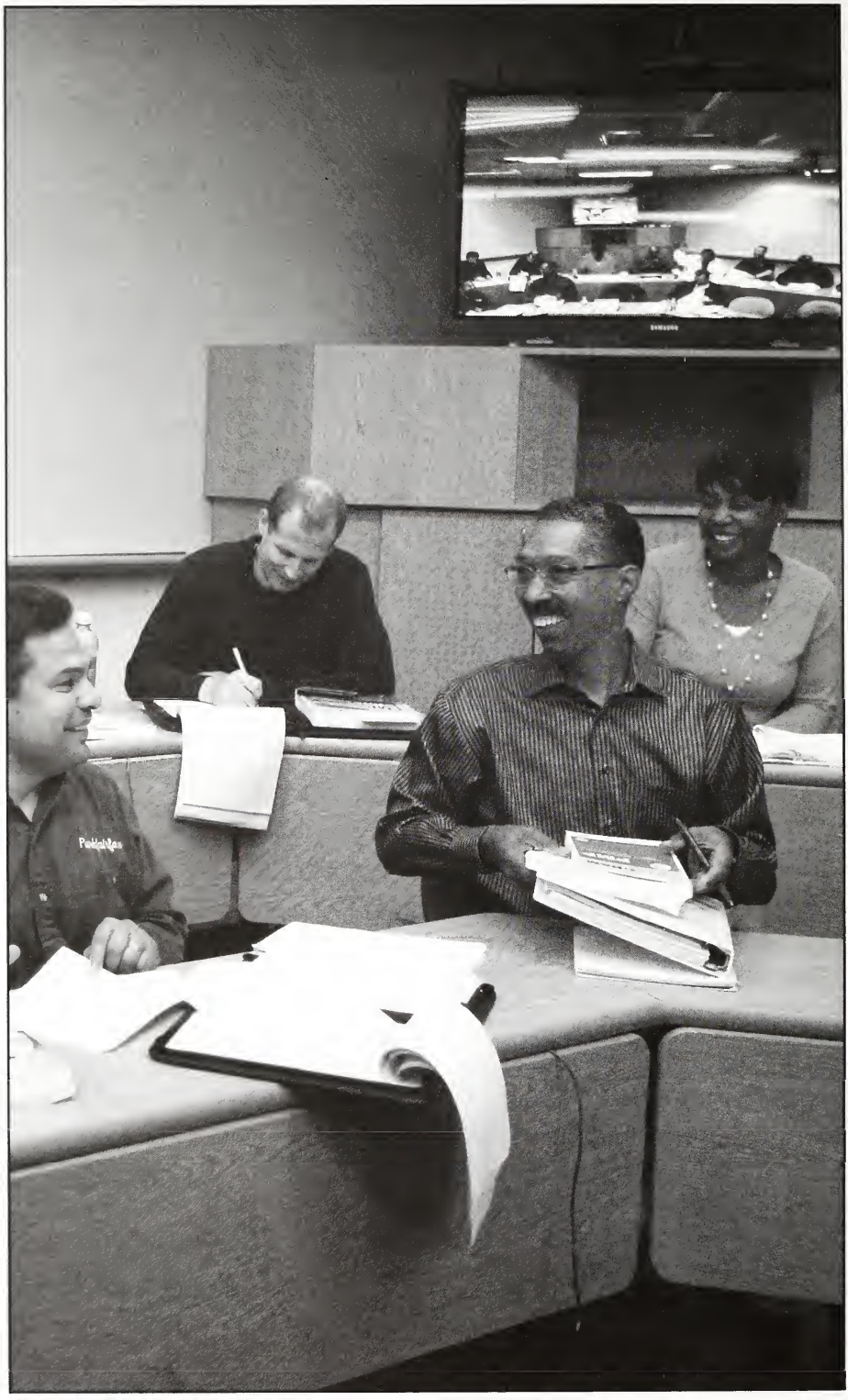
Over 59 credit hours, minimum 2.000 CGPA

Students who reduce their course loads or completely withdraw from UMW may owe refunds to federal, state, or institutional programs. The return of federal funds is calculated in accordance with federal guidelines and is prorated based on the actual days the student attended classes. For example, a student who withdraws after 30 days of attendance in a 105-day semester is entitled to 29 percent of aid disbursed. The return of state and UMW funds is determined by requirements of the programs. Students who withdraw prior to enrollment verification may have all aid returned.

Course work accepted from other institutions is included in the total number of credit hours, but is not factored into the CGPA. Satisfactory Academic Progress is checked at the end of the spring semester. Students who do not meet the above criteria may request reevaluation at the end of summer sessions or the fall semester if additional courses have been completed to meet these requirements. Students' financial aid awards are determined at the appropriate grade level for the academic year when awards are made. For instance, first-time freshmen with fewer than 30 credits at the end of their first two semesters are considered third semester freshmen and are awarded at the freshman grade level. This is the case at every grade level.

Students may apply for Mary Washington Endowed Scholarships by completing the "Scholarship Information Form," on or before May 31 (available on the financial aid Web page). Scholarship selection is based on academic and/or financial criteria and some qualifications can include participation in various volunteer and leadership positions. Students must complete the FAFSA to determine eligibility for need-based scholarships. Candidates are selected, through committee, during the month of June for the following academic year.

Detailed information for both campuses is available at www.umw.edu/financialaid and the Office of Financial Aid (540/654-2468).



COLLEGE OF BUSINESS

Lynne D. Richardson, *Dean*

Kenneth D. Machande, *Associate Dean for Faculty*

Kimberley L. Kinsley, *Associate Dean for Operations and Outreach*

The College delivers undergraduate and graduate degree programs providing a distinctive blend of opportunities for learning, scholarship, and professional development that meets the needs of a diverse student population. The mission is supported by:

- an undergraduate curriculum based upon a traditional liberal arts foundation emphasizing business fundamentals, ethics, critical thinking, and communication while incorporating new technologies and an awareness of the global marketplace;
- a graduate curriculum based on ethical decision-making, critical thinking, research design and data analysis, technological proficiency, communication expertise, national and global business perspectives designed to produce creative leaders;
- and a faculty with extensive business experience and academic credentials, committed to excellence in teaching, research and scholarship contributing to knowledge in their disciplines, and service to the regional business community.

FACULTY OF THE COLLEGE OF BUSINESS

Professors

Gail D. Brooks
Galen F. deGraff
R. Leigh Frackelton, Jr.
Alan G. Heffner
Margaret A. Mi
Larry W. Penwell
Lynne Richardson

Associate Professors

Daniel J. Hubbard
Kenneth D. Machande
Raul A. Chavez-Negrete
Louis A. Martinette
Mukesh Srivastava

Assistant Professors

Elaine M. Asper
Wei Chen
Christopher A. Garcia
Rachel L. Graefe-Anderson
David L. Henderson, III
Michael S. Lapke
T. Nichole Phillips
Xiaofeng Zhao

Senior Lecturers

G. Robert Greene
Kimberley L. Kinsley
Smita Jain Oxford

Lecturer

Gladys M. Gomez

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) provides a quality graduate program for experienced professionals who want to assume management and leadership positions in a variety of organizational settings. The program encompasses the knowledge and skills necessary for effectively managing both the technical and the human sides of organizations.

The curriculum consists of foundation courses, core courses, and elective courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this common body of knowledge are a variety of electives from which students can choose, depending on their professional interests.

MBA PROGRAM MISSION STATEMENT

The University of Mary Washington's MBA program provides a distinctive blend of opportunities for learning, scholarship, and professional development to meet the needs of a diverse student population. Our mission is supported by a graduate curriculum, based on ethical decision-making, critical thinking, research design and data analysis, technological proficiency, communication expertise, and national and global business perspectives. It is designed to produce creative leaders. The program is facilitated by a faculty with extensive business experience and academic credentials, committed to excellence in teaching, research and scholarship contributing to knowledge in their disciplines, and service to the regional business community.

ADMISSION REQUIREMENTS FOR THE MBA PROGRAM

As part of the University's mission emphasizing "excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity", the College of Business admits students on the basis of academic performance, as well as on communication skills, personal character, motivation, and leadership. The goal of the faculty admission committee is to admit students with the greatest potential for success both academically and professionally.

To be admitted to the program, applicants must have completed a Bachelor's degree from a regionally-accredited university. Successful applicants ordinarily will have earned a cumulative grade point average of 3.25 or better. It is important to understand that GPAs are only one factor in determining

admissibility. Meeting minimum requirements does not guarantee admission to the program.

A TOEFL score of 570 (230 computer based/88 internet based) or International English Language Testing System (IELTS) score of 6.5 on the academic exam is required of non-native English speakers.

Applicants must submit:

1. An official application for admission,
2. Official transcripts from each college attended,
3. Official GMAT scores (GRE, MCAT or LSAT may be considered in lieu of GMAT), taken within the last 5 years,
4. Official TOEFL (or ELITS) scores if applicable, taken within the last 2 years,
5. Three letters of recommendation (one should be from an employer or former employer and one should be from a faculty member),
6. A résumé (2 pages maximum),
7. One essay on why you want to pursue an advanced degree. The essay should demonstrate your ability to communicate well and be at least 250 words, but no more than two pages,
8. Two years of full-time, post-baccalaureate professional employment is recommended

Students are admitted for the fall or spring semester.
Application Due Dates:
Fall Admission: October 1 Spring Admission: June 1

Deferred Enrollment. Accepted applicants may ask the College of Business for the option of deferring enrollment for up to two consecutive semesters. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission. In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will considered on an individual basis. A copy of the person's military orders must be provided to the Office of Admissions to support such a request.

MBA DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, core courses, and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Some incoming students may require additional foundation course work. The foundation course component is designed to provide the essential business knowledge and skills required for successful completion of the MBA program. The undergraduate foundation courses provide a non-business undergraduate student with a knowledge base comparable to that of a student with an undergraduate business degree. Some of the foundation courses may be waived through a variety of means:

- Completion of comparable course work from a regionally-accredited college or university with a grade of B or higher within 10 years from date of admission to the MBA program.
- Successfully passing an examination addressing the course content. A foundation course may be challenged by exam only one time, as follows:
  - CLEP or DANTES Exam *or*
  - Faculty-developed exam, administered at the discretion of MBA faculty. This option is not available for some foundation courses.

It is the responsibility of the MBA applicant to demonstrate why and how a foundation course should be waived.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester and/or summer session, new students are expected to participate in an orientation session. This session, offered through advising support personnel, includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA PROGRAM

All matriculated MBA students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) in each

8-week session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any session will have the following session to correct the deficiency.

A student who earns three Cs (including C+, C, or C-) or one F in graduate courses in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the "Admission and Enrollment" section.

READMISSION TO THE MBA PROGRAM

Students who have not attended the University for three consecutive semesters, excluding summer session, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MBA COURSE REQUIREMENTS (37-67 CREDITS)

Foundation Courses (1-24 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Note: *Students admitted fall 2007 or later must complete all foundation courses before enrolling in graduate courses, with the exception of MBUS 501A and MMIS 500. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Note: *After admission to the MBA program, CLEP and DANTES exams may not be used to satisfy MBA foundation course requirements without prior approval of the Associate Dean for Advising or the department chair.*

Core Courses (25 credits)

LRSP 400 Introduction to the MBA Program (1 credit)
MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 500 Management Information Systems (3 credits)

Elective Courses (12 credit hours)

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)
MBUS 512 Organizational Research and Assessment (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 527 Legal and Regulatory Environment of Public Administration (3 credits)
MBUS 528 Personnel Admin in the Public Sector (3 credits)
MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)
MBUS 532 Federal Procurement Policy and Practices (3 credits)
MBUS 533 Contact Performance & Evaluation (3 credits)
MBUS 534 Pricing Contracts (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 542 Intergovernmental Relations (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

MBA COURSE GROUPINGS

The following groupings of courses offer guidance for areas that a student might wish to explore when deciding which courses to take as a part of the MBA elective requirements. Students are not limited to the courses in one grouping, and are free to select any of the electives listed, presuming prerequisite requirements have been fulfilled.

ACCOUNTING

Accounting courses prepare individuals to assume greater responsibility in the management of organizations and their accounting functions. Persons applying to sit for the Certified Public Accountant (CPA) examination in Virginia must possess at least 120 semester credits, including a baccalaureate or higher degree conferred by a regionally-accredited college or university, or

an approved equivalent. Such individuals must complete at least 150 semester credits in order to obtain a CPA license in Virginia, including a minimum of 24 credits in accounting and 18 credits in business other than accounting.

Students who intend to sit for the CPA exam outside Virginia should consult with officials in those jurisdictions for specific requirements.

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)

GENERAL MANAGEMENT

General Management courses are attractive to those who seek the traditional MBA. Course work in this area offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and nonbusiness environments.

MBUS 512 Organizational Research and Assessment (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 527 Legal and Regulatory Environment of Public Administration (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

HEALTH CARE MANAGEMENT

Health care management courses provide the knowledge and competencies required for management positions in organizations operating in the health care sector. Integration of the systemic view of health care environments into the decision-making process prepares students to become mid- and senior-level health care executives who are equipped to make complex business decisions in the dynamic environment of health care organizations. Course work in this area provides a contextual understanding of how the business process may be applied in the health care environment.

MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)

INFORMATION ASSURANCE AND SECURITY

Information assurance and security courses provide opportunities for both applied and scholarly work in computer and data security using a graduate-level perspective of best practices in technical and managerial skills that promote information security in a variety of organizations. The courses cover content related to computer security certification programs, including those required by Homeland Security Presidential Directive 12 (HSPD-12) and Department of Defense Directive 8570.1.

MMIS 540 Computer Information Security (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
or MMIS 544 Ethical Hacking and Malware Analysis (3 credits)

MANAGEMENT TECHNOLOGY

Management technology courses are appropriate for both information technology and business professionals who want to deepen their technical knowledge and develop their management skills. Courses offered provide an in-depth knowledge in the functional areas of business and applicable management technology from both operational and strategic perspectives.

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)

MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

ORGANIZATION AND HUMAN RESOURCE DEVELOPMENT

These courses are particularly appropriate for those interested in developing competencies in organizational change and learning organizations, or developing skills as a trainer.

MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

PROJECT MANAGEMENT

Project management courses provide a comprehensive and detailed analysis of each stage of a business project. Course work in this area covers the conceptualization, planning, scheduling, evaluation, risk analysis, and control of a business project, and other key areas such as total quality management and leadership for projects. Courses apply to an array of business professionals, particularly project managers, supervisors, general and marketing managers, and other practitioners seeking to learn more about project management.

MBUS 516 Project Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

This program is designed to prepare individuals for careers in a wide range of business fields. It provides the technical and managerial knowledge and skills required by professionals in the field of information systems. Graduates are prepared to operate successfully in careers associated with planning, design, development, and management of complex information systems.

MSMIS PROGRAM MISSION STATEMENT

The University of Mary Washington's MSMIS program provides a distinctive blend of opportunities for learning, scholarship, and professional development to meet the needs of a diverse student population. In this program, our mission is supported by a curriculum designed to prepare students for careers in the design, development and management of information systems in a wide range of organizational settings.

ADMISSION REQUIREMENTS

As part of the University's mission emphasizing "excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity", the College of Business admits students on the basis of academic performance, as well as on communication skills, personal character, motivation, and leadership. The goal of the faculty admission committee is to admit students with the greatest potential for success both academically and professionally.

To be admitted to the program, applicants must have completed a Bachelor's degree from a regionally-accredited university. Successful applicants ordinarily will have earned a cumulative grade point average of 3.25 or better. It is important to understand that GPAs are only one factor in determining admissibility. Meeting minimum requirements does not guarantee admission to the program.

A TOEFL score of 570 (230 computer based/88 internet based) or International English Language Testing System (IELTS) score of 6.5 on the academic exam is required of non-native English speakers.

Applicants must submit:

1. An official application for admission,
2. Official transcripts from each college attended,
3. Official GMAT scores (GRE, MCAT or LSAT may be considered in lieu of GMAT), taken within the last 5 years,

4. Official TOEFL (or ELITS) scores if applicable, taken within the last 2 years,
5. Three letters of recommendation (one should be from an employer or former employer and one should be from a faculty member),
6. A résumé (2 pages maximum),
7. One essay on why you want to pursue an advanced degree. The essay should demonstrate your ability to communicate well and be at least 250 words, but no more than two pages,
8. Two years of full-time, post-baccalaureate professional employment is recommended

Students are admitted for the fall or spring semester.
Application Due Dates:
Fall Admission: October 1 Spring Admission: June 1

Deferred Enrollment. Accepted applicants may ask the College of Business for the option of deferring enrollment for up to two consecutive semesters. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission. In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will considered on an individual basis. A copy of the person's military orders must be provided to the Office of Admissions to support such a request.

MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses, or their equivalents, core courses, and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MSMIS foundation courses, were taken within 10 years of the date of admission from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MSMIS course. Credits are not given for waived foundation courses. Depending on the number of foundation courses completed or waived, a student might enter the program required to take only the core and elective courses. Final determination of a waiver is made by the MSMIS faculty advisor.

After admission to the MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned at the University of Mary Washington prior to admission to the MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized.

The MSMIS faculty advisor has final approval of all portfolio credit for applicability to MSMIS undergraduate foundation course work. Portfolio credit is not an option for graduate-level course work in the MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MSMIS program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MSMIS program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester or summer session, new students are expected to participate in an orientation session. This session includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MSMIS PROGRAM

All matriculated MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each 8-week session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any session will have the following term to correct the deficiency.

A student who earns three Cs (including C+) or one F in graduate courses in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters, excluding summer session, must apply for readmission through

the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program chair for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MSMIS COURSE REQUIREMENTS (36-51 CREDITS)

Foundation Courses (0-15 credits)

Any or all of the foundation courses may be waived, based on previous course work or professional certifications. Final determination of a waiver is made by the faculty advisor.

BPST 316 Statistics for Managers (3 credits)
CIST 299 or 305 or 401 or 406 or equivalent (3 credits)
CIST 304 or equivalent (3 credits)
LRSP 311 or 331 or equivalent (3 credits)

And three credits from the following:
ACCT 201 Accounting for Managers or equivalent (3 credits)
LRSP 306 Economics for Business or equivalent (3 credits)
LRSP 412 Marketing for Managers or equivalent (3 credits)
LRSP 435 Leadership, Innovation, and Creativity or equivalent (3 credits)

Note: *Students may complete a maximum of 9 credits in graduate-level courses (including graduate transfer courses) prior to completion of all required foundation credits. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Core Courses (24 credits)

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 515 Information Technology Project Management (3 credits)

MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)

Elective Courses (12 credits)

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce(3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MMIS 570 Special Topics (1-3 credits)

MSMIS COURSE GROUPINGS

The groupings below are guides that may help students define the electives they wish to take, if they are interested in one particular area. Students are not limited to the courses in one grouping, and are free to select any of the electives listed, presuming prerequisite requirements have been fulfilled.

GENERAL MANAGEMENT INFORMATION SYSTEMS

General Management Information Systems courses are attractive to those who seek a broad-based graduate program in information systems leadership. These courses offer a solid professional core in the functional areas of business, enriched with leading-edge courses that apply to information systems management.

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)

MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MMIS 570 Special Topics (1-3 credits)

INFORMATION ASSURANCE AND SECURITY

Courses in information assurance and security provide opportunities for both applied and scholarly work in computer and data security using a graduate-level perspective of best practices in technical and managerial skills that promote information security in a variety of organizations. Courses also cover content related to computer security certification programs, including those required by Homeland Security Presidential Directive 12 (HSPD-12) and Department of Defense Directive 8570.1.

MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)

MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MBA-MSMIS DUAL DEGREE PROGRAM)

In today's highly competitive, increasingly technical, and rapidly changing global economy, this dual degree option allows students to better position themselves for sustained competitive advantage upon graduation. The dual program provides students with the management, leadership, and technical skills required for the global marketplace.

MBA-MSMIS PROGRAM MISSION STATEMENT

The University of Mary Washington's MBA-MSMIS program provides a distinctive blend of opportunities for learning, scholarship, and professional development to meet the needs of a diverse student population. In this program, the mission is supported by a curriculum that integrates the management and leadership development component's of our MBA with the technical mastery of our MS in Management Information Systems, preparing our student's to become successful leaders in high technology environments.

ADMISSION REQUIREMENTS

As part of the University's mission emphasizing "excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity", the College of Business admits students on the basis of academic performance, as well as on communication skills, personal character, motivation, and leadership. The goal of the faculty admission committee is to admit students with the greatest potential for success both academically and professionally.

To be admitted to the program, applicants must have completed a Bachelor's degree from a regionally-accredited university. Successful applicants ordinarily will have earned a cumulative grade point average of 3.25 or better. It is important to understand that GPAs are only one factor in determining admissibility. Meeting minimum requirements does not guarantee admission to the program.

A TOEFL score of 570 (230 computer based/88 internet based) or International English Language Testing System (IELTS) score of 6.5 on the academic exam is required of non-native English speakers.

Applicants must submit:

1. An official application for admission,
2. Official transcripts from each college attended,
3. Official GMAT scores (GRE, MCAT or LSAT may be considered in lieu of GMAT), taken within the last 5 years,
4. Official TOEFL (or ELITS) scores if applicable, taken within the last 2 years,
5. Three letters of recommendation (one should be from an employer or former employer and one should be from a faculty member),
6. A résumé (2 pages maximum),
7. One essay on why you want to pursue an advanced degree. The essay should demonstrate your ability to communicate well and be at least 250 words, but no more than two pages,
8. Two years of full-time, post-baccalaureate professional employment is recommended

Students are admitted for the fall or spring semester.
Application Due Dates:
Fall Admission: October 1 Spring Admission: June 1

Deferred Enrollment. Accepted applicants may ask the College of Business for the option of deferring enrollment for up to two consecutive semesters. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission. In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will considered on an individual basis. A copy of the person's military orders must be provided to the Office of Admissions to support such a request.

MBA-MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, as well as core courses for the MBA and the MSMIS, with a cumulative grade-point average of 3.0 or higher is required for the dual degree. All required course work must be completed within eight years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MBA-MSMIS foundation

courses, were taken within the last 10 years from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MBA-MSMIS course. Credits are not given for waived foundation courses. Depending on the number of foundation courses waived, a student might enter the program required to take only the core courses. Final determination of a waiver is made by the appropriate faculty advisor.

After admission to the MBA-MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned prior to admission to the MBA-MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized. The appropriate faculty advisor has final approval of all portfolio credit for applicability to MBA-MSMIS foundation course work. Portfolio credit is not an option for graduate-level course work in the MBA-MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA-MSMIS program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA or MSMIS core courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester or summer session, new students are expected to participate in an orientation session. This session includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA-MSMIS PROGRAM

All matriculated MBA-MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA-MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each 8-week session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any session will have the following term to correct the deficiency.

A student who earns three Cs (including C+) or one F in graduate courses

in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MBA-MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters, excluding summer session, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the eight-year limit from time of first admission is still in effect. Academic work that was completed more than eight years before the date at which the MBA-MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original eight-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MBA-MSMIS COURSE REQUIREMENTS (61-91 CREDITS)

Foundation Courses (1-31 credits)

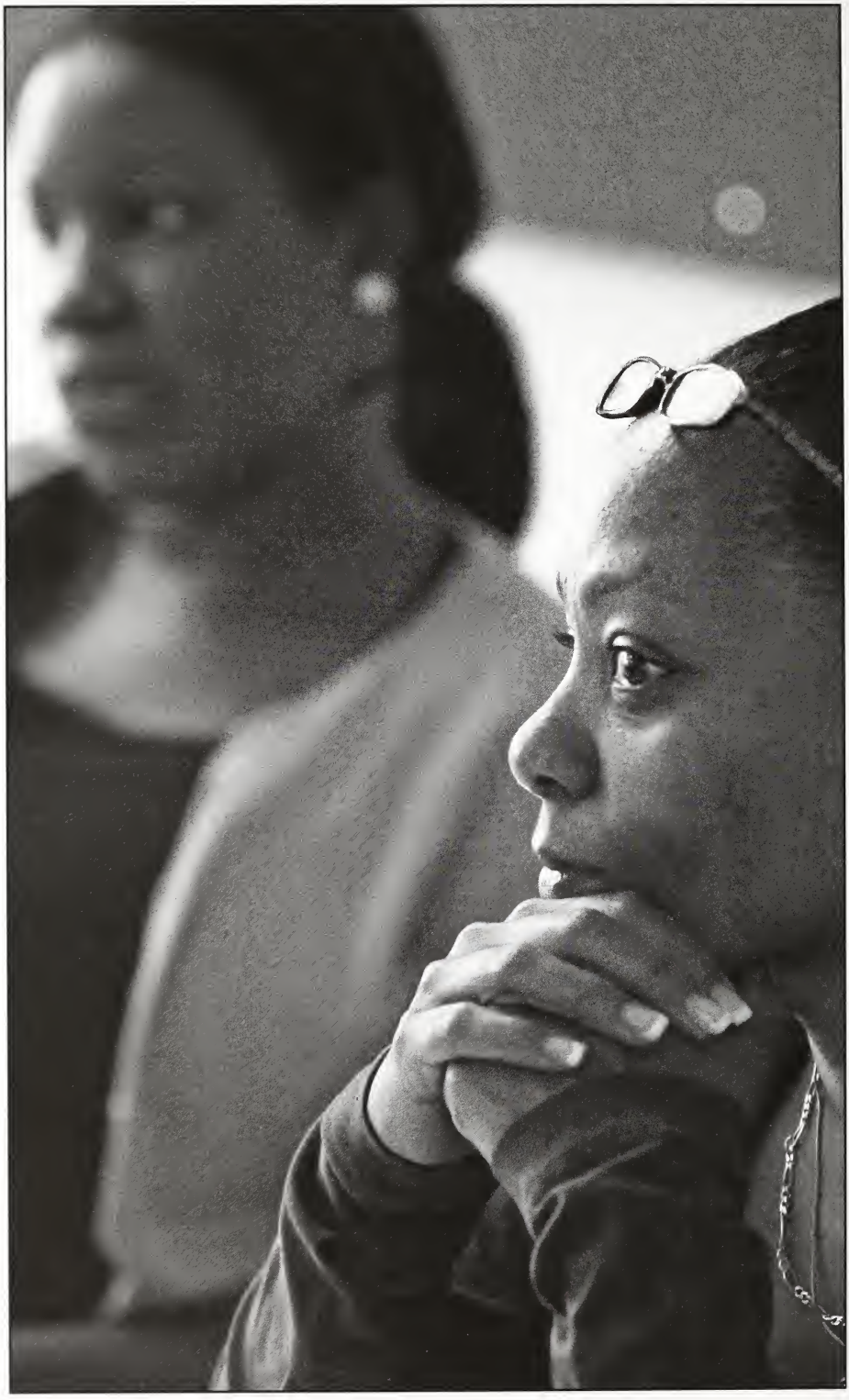
ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
CIST 299, 305, 401, 406 or equivalent (3 credits)
CIST 304 or equivalent (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Notes: *(1) MBA students admitted fall 2007 or later must complete all foundation courses before enrolling in MBA courses, with the exception of MBUS 501A and MMIS 500; (2) MSMIS students may complete a maximum of 9 credits in graduate-level Management Information Systems courses (including graduate*

transfer courses) prior to completion of all required foundation credits toward the MSMIS; and (3) Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.

Core Courses (60 credits)

LRSP 400 Introduction to the MBA Program (1 credit)
MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)
Selected course in consultation with faculty advisor (3 credits)



COLLEGE OF EDUCATION

Mary L. Gendernalik-Cooper, *Dean*

The College of Education administers the Educator Preparation Programs at The University of Mary Washington through the Department of Curriculum and Instruction and the Department of Foundations, Leadership, and Special Populations. All educator preparation licensure programs are accredited by the Virginia Department of Education. Requirements for licensure are established by the Virginia Board of Education and are subject to change.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Marie P. Sheckels, *Chair*

Faculty

Professors
- Suzanne G. Houff
- George R. Meadows
- Marie P. Sheckels

Associate Professors
- Teresa L. Coffman
- Kavatus R. Newell
- Dale Wright

Assistant Professors
- John Broome
- Courtney M. Clayton
- Janine P. S. Davis
- Tamie Pratt-Fartro

DEPARTMENT OF FOUNDATIONS, LEADERSHIP, AND SPECIAL POPULATIONS

Jane L. Huffman, *Chair*

Faculty

Professors
- Norah Hooper
- Mary Gendernalik-Cooper
- Venitta C. McCall
- Jo Tyler

Associate Professors
- Laurie B. Abeel
- Beverly D. Epps
- Jane L. Huffman
- H. Nicole Myers

Assistant Professor
- Roberta A. Gentry
- Patricia E. Reynolds

MISSION STATEMENT

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. To accomplish this, we:

- Are grounded in a strong liberal arts and sciences curriculum.
- Emphasize school-based experiences through which students solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among students, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Undergraduate students at the university may choose to enter a five-year undergraduate-graduate program. The College of Education offers the Master of Science in Elementary Education and the Master of Education five-year pathways in Secondary Education, P-12 Education and Special Education (General Curriculum and Adapted Curriculum). Students complete UMW education course work and field experiences at the undergraduate level, graduate with a baccalaureate degree in a liberal arts or sciences major, and return for one more year during which they complete graduate education course work, an internship, a research study, and their Masters degree.

The College of Education offers a post-baccalaureate initial teacher licensure program designed for adults who have earned a bachelor's degree. Candidates may elect to pursue initial licensure to complete the requirements for the Master of Education. Programs available prepare students for licensure in Elementary Education (PreK-6), Middle Education (6-8), at the secondary levels (6-12) in each of the following areas: Computer Science, English, History and Social Sciences, Mathematics, Chemistry, Earth Science, Physics, Vocational Education, Business and Information Technology; PreK-12 Endorsements in English as a Second Language, Foreign Language (French, German, Spanish, and Latin), Music Education (Instrumental, Vocal/Choral), Visual Arts and Special Education, K-12 General Curriculum or Adapted Curriculum. In addition, the College offers a Master of Education degree for practicing teachers who already possess initial licensure and are seeking continuing professional development, master's level licensure, or endorsements in teaching or administration. The M.Ed. for professional development programs include Diverse Student Populations, Educational Leadership, English as a Second Language, Literacy Specialist, and Special Education. Students enrolling in any of these programs must possess a collegiate professional or postgraduate professional Virginia license.

The College also offers graduate-level endorsement pathways in Educational Leadership, Literacy Specialist, Teaching English as a Second Language, and Special Education. Graduate-level programs for professional development are offered in Teaching English as a Second or Foreign Language and Teaching Students with Autism and an endorsement pathway is offered in Gifted Education.

MASTER OF EDUCATION INITIAL LICENSURE PROGRAM: 5-YEAR PATHWAYS

There are four distinct five-year pathways within the M.Ed. Initial Licensure Program:

- M.Ed. Initial Licensure Five Year Pathway: PreK-12
- M.Ed. Initial Licensure Five Year Pathway: Secondary
- M.Ed. Initial Licensure Five Year Pathway: Special Education Adapted Curriculum
- M.Ed. Initial Licensure Five Year Pathway: Special Education General Curriculum

Each Pathway is described separately below.

M.ED. INITIAL LICENSURE FIVE YEAR PATHWAY: PREK-12

The M.Ed. Initial Teacher Licensure 5-Year Pathway: PreK-12 is a combined undergraduate-graduate degree program designed for students who are pursuing a bachelor's degree in the College of Arts and Sciences and who also wish to obtain teaching credentials. Students must complete general education requirements, a liberal arts or sciences major, and professional studies (education course work) requirements. The program requires the course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license. Students complete education course work and field experiences at the undergraduate level; graduate with their class receiving their bachelor's degree with a liberal arts or sciences major; and return for one more year during which they complete graduate education course work, an internship, and a research study.

The M. Ed. Initial Teacher Licensure 5-Year Pathway: PreK-12 is designed for the following licensure areas where endorsement is for grades preK-12: Visual Arts, Foreign Language (French, German, Latin, Spanish), Music, and Theatre Arts.

FORMAL ADMISSION

For Formal Admission and permission to take the first education course, EDUC 203 or 204, current UMW students must have attained a cumulative 2.5 GPA or better in at least 12 UMW credits, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have attended a group information session. Applications are due the first Monday in October for admission to EDUC 203 or 204 during the subsequent spring semester, and the first Monday in February for admission to EDUC 203 or 204 during the subsequent fall semester. Transfer students who have a 3.25 GPA, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have taken an education course at their previous institution may apply to take EDUC 203 or 204 in their first semester at UMW. They should submit their application for EDUC 203 or 204 by May 15 for fall enrollment or December 1 for spring enrollment. Transfer students who do not submit applications by these deadlines or do not meet the above requirements should apply to take these courses once they are enrolled at UMW under the guidelines for current UMW students. After students successfully complete EDUC 203 or 204, they are assigned to a professional studies cohort that is determined by the year they will complete the graduate coursework. Students are required to meet for advising sessions each semester.

CONTINUANCE REQUIREMENTS

To continue in the program, students must:

1. maintain good academic standing with an overall GPA of 2.5 or better;
2. achieve a GPA of 3.0 or better on the required professional education courses;
3. demonstrate the potential to meet the program goals;
4. demonstrate the ability to meet the Minimum Performance Standards, as specified in the Teacher Education Program Handbook;
5. achieve satisfactory evaluations in all field experiences; and
6. attend all mandatory cohort advising meetings.

GRADUATE ADMISSION

Students who apply for the fifth or graduate year of the M.Ed. in PreK-12 Education should submit their application for Graduate Admission in December of their final year of undergraduate study. To receive Final Admission to the program, students must do the following:

1. continue to meet the criteria listed for program continuation,
2. successfully complete required undergraduate course work,
3. receive a baccalaureate degree from UMW,
4. successfully complete INDT 501 and EDCI 515,

5. pass Praxis II and the Virginia Communication and Literacy Assessment
6. submit two letters of recommendation.

EXIT REQUIREMENTS

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon:

1. a 2.5 G.P.A. overall, and a 3.0 in the professional studies sequence;
2. completion of all degree requirements (undergraduate and graduate);
3. a grade of "B" or better in all graduate coursework and the Teaching Internship;
4. achieving passing scores on Praxis II, the Virginia Communication and Literacy Assessment and the Child Abuse Recognition and Intervention training as required as established by the Virginia State Board of Education.

PROGRAM COURSE SEQUENCE

Required Undergraduate Courses

EDUC 203 or EDUC 204 Introduction to Teaching and Learning: Secondary and PreK-12 (3 credits)
EDUC 351 Instructional Design and Assessment (4 credits)
EDUC 387 Introduction to Special Education: Elementary (3 credits)
or EDUC 384 Introduction to Special Education: Secondary (3 credits)
EDUC 388 Managing the Elementary Classroom (2 credits)
or EDUC 385 Managing the Secondary Classroom (2 credits)
EDUC 420 The Professional Teacher and Critical Issues in Education (3 credits)

One of the following four courses:

EDUC 318 The Teaching of Music (4 credits)
EDUC 319 The Teaching of Foreign Language (4 credits)
EDUC 320 The Teaching of Art (4 credits)
EDUC 324 The Teaching of English (including Drama, Speech and Journalism) (4 credits)

Required Graduate Courses

INDT 501 Instructional Technology (3 credits)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDUC 521 Educational Research Methods (2 credits)
EDUC 535 Advanced Pedagogy (8 credits)
EDCI 580 Introduction to Research (3 credits)
EDUC 530 Masters Research (3 credits)

EDUC 540 Initial Licensure Internship (12 credits)
EDUC 541 Secondary and PreK-12 Graduate Internship Seminar (1 credit)

M.ED. INITIAL LICENSURE FIVE YEAR PATHWAY: SECONDARY

The M.Ed. Initial Teacher Licensure 5-Year Pathway: Secondary is a combined undergraduate-graduate degree program designed for students who are pursuing a bachelor's degree in the College of Arts and Sciences and who also wish to obtain teaching credentials. Students must complete general education requirements, a liberal arts or sciences major, and professional studies (education course work) requirements. The program requires the course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license. Students complete education course work and field experiences at the undergraduate level; graduate with their class receiving their bachelor's degree with a liberal arts or sciences major; and return for one more year during which they complete graduate education course work, an internship, and a research study.

The M. Ed. Initial Teacher Licensure 5-Year Pathway: Secondary is designed for the following licensure areas where endorsement is for grades 6-12: Biology, Chemistry, Computer Science, English, Earth Science, History and Social Science, Mathematics, and Physics. Add-on endorsements are offered in Journalism, Speech Communication, and Algebra I.

FORMAL ADMISSION

For Formal Admission and permission to take the first education course, EDUC 204, current UMW students must have attained a cumulative 2.5 GPA or better in at least 12 UMW credits, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have attended a group information session. Applications are due the first Monday in October for admission to EDUC 204 during the subsequent spring semester, and the first Monday in February for admission to EDUC 204 during the subsequent fall semester. Transfer students who have a 3.25 GPA, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have taken an education course at their previous institution may apply to take EDUC 204 in their first semester at UMW. They should submit their application for EDUC 204 by May 15 for fall enrollment or December 1 for spring enrollment. Transfer students who do not submit applications by these deadlines or do not meet the above requirements should apply to take these courses once they are enrolled at UMW under the guidelines for current UMW students. After students successfully complete EDUC 204, they are assigned to a professional studies cohort that is determined by the year they will complete the graduate coursework. Students are required to meet for advising sessions each semester.

CONTINUANCE REQUIREMENTS

To continue in the program, students must:

1. maintain good academic standing with an overall GPA of 2.5 or better;
2. achieve a GPA of 3.0 or better on the required professional education courses;
3. demonstrate the potential to meet the program goals;
4. demonstrate the ability to meet the Minimum Performance Standards, as specified in the Teacher Education Program Handbook;
5. achieve satisfactory evaluations in all field experiences; and
6. attend all mandatory cohort advising meetings. Students not accepted into the program should note that there is a 12-credit limit on education course work that may be applied toward the degree.

GRADUATE ADMISSION

Students who apply for the fifth or graduate year of the M.Ed. in Secondary Education should submit their application for Graduate Admission in December of their final year of undergraduate study. To receive Final Admission to the program students must do the following:

1. continue to meet the criteria listed for continuing in the program,
2. successfully complete required undergraduate course work,
3. receive a baccalaureate degree from UMW,
4. successfully complete INDT 501 and EDCI 515,
5. pass Praxis II and the Virginia Communication and Literacy Assessment
6. submit two letters of recommendation.

EXIT REQUIREMENTS

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon:

1. a 2.5 G.P.A. overall, and a 3.0 in the professional studies sequence;
2. completion of all degree requirements (undergraduate and graduate);
3. a grade of "B" or better in all graduate coursework and the Teaching Internship;
4. achieving passing scores on Praxis I (or qualifying equivalent assessments), Praxis II, the Virginia Communication and Literacy Assessment and the Child Abuse Recognition and Intervention training as required as established by the Virginia State Board of Education.

PROGRAM COURSE SEQUENCE

Required Undergraduate Courses

EDUC 204 Introduction to Teaching and Learning: Secondary and PreK-12 (3 credits)
EDUC 351 Instructional Design and Assessment (4 credits)
EDUC 384 Introduction to Special Education: Secondary (3 credits)
EDUC 385 Managing the Secondary Classroom (2 credits)
EDUC 420 The Professional Teacher and Critical Issues in Education (3 credits)

One of the following four courses:

EDUC 321 The Teaching of Mathematics and Computer Science (4 credits)
EDUC 322 The Teaching of Social Sciences (4 credits)
EDUC 323 The Teaching of Sciences (4 credits)
EDUC 324 The Teaching of English (including Speech, Drama and Journalism) (4 credits)

Required Graduate Courses

EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDUC 521 Educational Research Methods (2 credits)
EDUC 535 Advanced Pedagogy (8 credits)
EDCI 580 Introduction to Research (3 credits)
EDUC 530 Masters Research (3 credits)
EDUC 540 Initial Licensure Internship (12 credits)
EDUC 541 Secondary and PreK-12 Graduate Internship Seminar (1 credit)
INDT 501 Instructional Technology (3credits)

MASTER OF EDUCATION INITIAL LICENSURE PROGRAM 5-YEAR PATHWAY – SPECIAL EDUCATION: ADAPTED CURRICULUM

The College of Education offers a five-year undergraduate-graduate degree program for initial teacher licensure in Special Education. Students will enroll in a series of professional studies courses in Education as components of the undergraduate program and complete the remaining licensure course work as part of the Masters degree.

ADMISSION REQUIREMENTS (UNDERGRADUATE LEVEL)

Admission to the M.Ed. program for initial licensure in Special Education: Adapted Curriculum K-12 requires:

1. A completed application
2. A cumulative grade point average (GPA) of 2.5 or higher

3. A GPA of 3.0 or higher in professional education courses taken prior to admission
4. Passing scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores) must be submitted prior enrollment in EDUC 203 or 204

CONTINUANCE REQUIREMENTS (UNDERGRADUATE)

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 2.5 GPA overall, and a 3.0 in the professional studies course work.
2. Demonstrate potential for teaching excellence as indicated by performance in courses and field experiences and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

ADMISSION TO GRADUATE PROGRAM

1. A completed application
2. A cumulative grade point average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on education course work;
3. Completion of the undergraduate degree

PROGRAM COURSE SEQUENCE FOR SPECIAL EDUCATION ADAPTED CURRICULUM

Undergraduate Professional Studies Sequence

EDUC 203 Introduction to Learning and Teaching Elementary (3 credits)
or EDUC 204 Introduction to Learning and Teaching Secondary (3 credits)
EDUC 371 Language Development and Literacy Instruction: Primary (3 credits)
EDUC 390 Survey of Special Education: Characteristics and Legal Aspects (3 credits)
EDUC 420 The Professional Teacher and Critical Issues in Education (3 credits)

Graduate Professional Studies/Endorsement Sequence

EDCI 500 Teaching and the Development of the Learner (3 credits)*
EDSE 534 Assessment, Evaluation and Instructional Planning (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (online option) (3 credits)

EDSE 535 Collaborative Consultation and Transition Planning (online option) (3 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDCI 589 Applied Research (3 credits)
EDSE 539 Characteristics of Students Accessing an Adapted Curriculum
EDSE 541 Goals and Practices for Students Accessing an Adapted Curriculum
INDT 531 Emerging and Assistive Technologies – online, (3 credits)
EDSE 552 M.Ed. Internship for Special Education Initial Licensure Five Year Pathway (9 credits)**

*Courses taken during the final undergraduate year.

**Students must pass the Virginia Communication and Literacy Assessment (VCLA) prior to being accepted for EDSE 552.

EXIT REQUIREMENTS

A student must:

4. Complete all course work and field experiences with at least a 3.0 (B) GPA;
5. Obtain passing scores on state-required assessments (Virginia Communication and Literacy Assessment, Child Abuse and Recognition Module);
6. Perform at an acceptable level in EDCI 552, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
7. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor

READMISSION

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were suspended from the program for failure to pass PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension.

Such requests must be received at least one month prior to the end of the student's original four-year time limit.

MASTER OF EDUCATION INITIAL LICENSURE PROGRAM 5-YEAR PATHWAY – SPECIAL EDUCATION: GENERAL CURRICULUM

The College of Education offers a five-year undergraduate-graduate degree program for initial teacher licensure in Special Education. Students will enroll in a series of professional studies courses in Education as components of the undergraduate program and complete the remaining licensure course work as part of the Masters degree.

ADMISSION REQUIREMENTS (UNDERGRADUATE LEVEL)

Admission to the M.Ed. program for initial licensure in Special Education: General Curriculum K-12 requires:

1. A completed application
2. A cumulative grade point average (GPA) of 2.5 or higher
3. A GPA of 3.0 or higher in professional education courses taken prior to admission
4. Passing scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores) must be submitted prior to enrollment in EDUC 203

CONTINUANCE REQUIREMENTS (UNDERGRADUATE)

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 2.5 GPA overall, and a 3.0 in the professional studies course work.
2. Demonstrate potential for teaching excellence as indicated by performance in courses and field experiences and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

ADMISSION TO GRADUATE PROGRAM

1. A completed application
2. A cumulative grade point average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on education course work;
3. Completion of the undergraduate degree

PROGRAM COURSE SEQUENCE FOR SPECIAL EDUCATION GENERAL CURRICULUM

At the undergraduate level prospective students must major in History, English, Mathematics or Science (Biology, Chemistry, Physics, or Earth Science).

Undergraduate Professional Studies Sequence

EDUC 203 Introduction to Learning and Teaching Elementary (3 credits)
EDUC 371 Language Development and Literacy Instruction: Primary (3 credits)
EDUC 351 Instructional Design and Assessment (4 credits)
EDUC 390 Survey of Special Education: Characteristics and Legal Aspects (3 credits)
EDUC 420 The Professional Teacher and Critical Issues in Education (3 credits)
Methods course (select one based on major course of study):
EDUC 321 The Teaching of Mathematics and Computer Science (4 credits)
EDUC 322 The Teaching of Social Sciences (4 credits)
EDUC 323 The Teaching of Sciences (4 credits)
EDUC 324 The Teaching of English (4 credits)

Graduate Professional Studies/Endorsement Sequence

EDCI 500 Teaching and the Development of the Learner (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (online option) (3 credits)
EDSE 534 Assessment, Evaluation and Instructional Planning (3 credits)*
EDSE 535 Collaborative Consultation and Transition Planning (online option) (3 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)
EDCI 589 Applied Research (3 credits)
INDT 531 Emerging and Assistive Technologies – online, (3 credits)
EDSE 552 M.Ed. Internship for Special Education Initial Licensure Five Year Pathway (9 credits)**

*Courses taken during the final undergraduate year.

**Students must pass Reading for Virginia Educators Test (RVE) and Virginia Communication and Literacy Assessment (VCLA) prior to being accepted for EDSE 552

EXIT REQUIREMENTS

A student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required assessments (Virginia Communication and Literacy Assessment, Reading for Virginia Educators – General Curriculum only: Elementary and Special Education, Child Abuse and Recognition Module);
3. Perform at an acceptable level in EDCI 552, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor

READMISSION

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were suspended from the program for failure to pass PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION PROGRAM

FORMAL ADMISSION

For Formal Admission and permission to take the first education course, EDUC 203, current UMW students must have attained a cumulative 2.5 GPA or better in at least 12 UMW credits, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have attended a group information session. Applications are due the first Monday in October for admission to EDUC 203 during the subsequent spring semester, and the first Monday in February for admission to EDUC 203 or 204 during the subsequent fall

semester. Transfer students who have a 3.25 GPA, have submitted passing scores on Praxis I or qualifying equivalent assessments, and have taken an education course at their previous institution may apply to take EDUC 203 in their first semester at UMW. They should submit their application for EDUC 203 by May 15 for fall enrollment or December 1 for spring enrollment. Transfer students who do not submit applications by these deadlines or do not meet the above requirements should apply to take these courses once they are enrolled at UMW under the guidelines for current UMW students. After students pursuing elementary licensure successfully complete EDUC 203, they are assigned to a professional studies cohort that is determined by the year they will complete the graduate coursework. Students are required to meet for advising sessions each semester.

CONTINUANCE REQUIREMENTS

To remain in the program, students must maintain satisfactory performance in both course work and field experiences, follow all regulations, and adhere to all application deadlines. In particular, students must

1. maintain good academic standing with an overall GPA of 2.5 or better;
2. achieve a GPA of 3.0 or better on the required professional education courses;
3. demonstrate the potential to meet the program goals;
4. demonstrate the ability to meet the Minimum Performance Standards, as specified in the Teacher Education Program Handbook;
5. achieve satisfactory evaluations in all field experiences; and
6. meet for advising sessions each semester.

GRADUATE ADMISSION

Students who apply for the fifth or graduate year of the M. S. in Elementary Education Education should submit their application for Graduate Admission in December of their final year of undergraduate study. To receive Final Admission to the program students must do the following:

1. continue to meet the criteria listed for continuance in the program,
2. successfully complete required undergraduate course work,
3. receive a baccalaureate degree from UMW, and
4. achieve passing scores on Praxis II, the Virginia Communication and Literacy Assessment, and the Reading for Virginia Educators assessment

EXIT REQUIREMENTS

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon:

1. a 2.5 G.P.A. overall, and a 3.0 in the professional studies sequence (undergraduate and graduate);

2. completion of all degree requirements;
3. a grade of "B" or better in all graduate coursework and the Teaching Internship;
4. achieving passing scores on Praxis I (or qualifying equivalent assessments), Praxis II,

The Virginia Communication and Literacy Assessment, the Child Abuse Recognition and Intervention training, and the Reading for Virginia Educators as required as established by the Virginia State Board of Education.

PROGRAM COURSE SEQUENCE

Required Undergraduate Courses:

EDUC 203 Introduction to Teaching and Learning: Elementary (3 credits)
EDUC 303 Scientific Inquiry (3 credits)
EDUC 305 Mathematical Concepts and Methods II (2 credits)
EDUC 311 Literature and the Arts in the Elementary Classroom (3 credits)
EDUC 371 Language Development and Literacy Instruction: Primary (3 credits)
EDUC 373 Language Development and Literacy Instruction: Intermediate (3 credits)
EDUC 386 Elementary Social Studies Methods (3 credits)
EDUC 387 Introduction to Special Education: Elementary (2 credits)
EDUC 388 Managing the Elementary Classroom (2 credits)
EDUC 420 The Professional Teacher and Critical Issues in Education (3 credits)
MATH 204 Mathematical Concepts and Methods I (4 credits)

Required Graduate Courses:

EDUC 510 The Inclusive Classroom (4 credits)
EDUC 514 Constructivist and Developmental Teaching in the Elementary School (4 credits)
EDUC 521 Educational Research Methods (2 credits)
EDUC 530 Masters Research (3 credits)
EDUC 539 Elementary Graduation Internship Seminar (1 credit)
EDUC 540 Initial Licensure Internship(12 credits)
And one of the specialization areas:
EDUC 522 Arts Specialization (4 credits)
EDUC 523 English Language Learners Specialization (4 credits)
EDUC 524 Instructional Technology Specialization (4 credits)
EDUC 525 Literacy Specialization (4 credits)
EDUC 526 Mathematics Specialization (4 credits)
EDUC 527 Science Specialization (4 credits)
EDUC 528 Social Studies Specialization (4 credits)
EDUC 529 Special Education Specialization (4 credits)

MASTER OF EDUCATION INITIAL LICENSURE PROGRAM: POST-BACCALAUREATE PATHWAYS

The M.Ed. Post Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates work closely with their academic advisor to map out their individual course of study.

The primary goal of the program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful teachers. The program requires the basic course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license but establishes, through advising, a personalized plan to ensure that all teaching and subject knowledge competencies are demonstrated and all standards are met.

The Initial Licensure program has three components: subject matter endorsement requirements, professional studies requirements, and M.Ed. completion requirements. Subject matter endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should have the equivalent of a mathematics major in course work or experience, or be prepared to make up the course work deficiencies. The two exceptions to this model are English as a Second Language and Special Education. Graduate-level course work is available as a part of the program to fulfill those endorsement requirements.

Field mentorship (student teaching), required for all licensure completers in the Initial Licensure Program, is a semester long field-based teaching experience in the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and the university supervisor are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. Because the field mentorship must be a supervised experience, student teaching placements are made in schools local to the university.

There are seven distinct post-baccalaureate pathways within the M.Ed. Initial Licensure Program:

- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Elementary
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education General Curriculum
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education Adapted Curriculum
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Secondary
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: PreK—12

- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Middle Grades
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: ESL

Each Pathway is described separately below.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: ELEMENTARY

Candidates for licensure in Elementary Education will complete coursework and field-based experiences in preparation for teaching in PreK-6th grade settings. Candidates for licensure in this program must possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below-or equivalent courses verified by a program advisor-and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history/social science, arts/humanities and science). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment will determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

The following requirements are necessary for admission to the Initial Licensure Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics—60 tests [or qualifying substitute (SAT, ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this Catalog.

EXIT REQUIREMENTS

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests, the Virginia Communication and Literacy Assessment (all programs), and the Reading for Virginia Educators: Elementary and Special Education
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

Required Graduate Courses

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices: Elementary (3 credits) Field experience embedded
EDCI 506 Foundations of American Education (3 credits)
EDCI 507 Early Literacy and Language Development (3 credits) Field experience embedded

EDCI 509 Language and Literacy Development (3 credits) Field experience embedded
EDCI 519 Managing the Classroom Experience (3 credits) Field experience embedded
EDCI 530 Mathematics Methods for the Elementary School (2 credits)
EDCI 531 Science Methods for the Elementary School (2 credits)
EDCI 532 Social Studies Methods for the Elementary School (2 credits)
INDT 501 Instructional Technologies (3 credits)
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 525 Mathematics Content for the Elementary Classroom (3 credits
EDCI 589 Applied Research (3 credits)

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: SPECIAL EDUCATION - GENERAL CURRICULUM K-12

The Masters of Education program for initial licensure in Special Education: General Curriculum K-12 prepares teachers to work with students with learning disabilities, emotional disabilities, mild intellectual disabilities, attention deficit hyperactivity disorders and autism spectrum disorders.

Candidates must possess a bachelor's degree and complete the professional studies and endorsement course requirements in the program and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

Admission to the M.Ed. program for initial licensure in Special Education: General Curriculum K-12 requires:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores– and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores) must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550:Field Mentorship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section of the catalog.

EXIT REQUIREMENTS

To be recommended for licensure, a student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required assessments (Virginia Communication and Literacy Assessment, Reading for Virginia Educators: Elementary and Special Education, Child Abuse and Recognition Module);
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

Professional Studies Courses, Special Education: General Curriculum

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, General Curriculum:

EDCI 500 Teaching and the Development of the Learner (3 credits)*
EDCI 506 Foundations of American Education (3 credits)*
EDCI 507 Early Literacy and Language Development (3 credits) *
EDSE 511 General and Special Education Goals and Practices: Middle and Secondary (3 credits)*
EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)*
EDSE 521 Language and Literacy for Special Populations (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (3 credits)*
INDT 501 Instructional Technologies (3 credits)*
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)*
Field experiences are embedded in the following courses: EDCI 507, EDSE 511, EDSE 519, and EDSE 522.

Endorsement Courses: Special Education General Curriculum

In addition to the professional studies course work outlined above, the following endorsement courses are required of all candidates seeking the Special Education General Curriculum endorsement:

EDSE 531 Survey of Special Education: Characteristics and Legal Issues*
EDSE 534 Assessment, Evaluation, and Instructional Planning*
EDSE 535 Collaborative Consultation and Transition Planning*
EDCI 525 Mathematics Content for the Elementary Classroom (3 credits)

The following course beyond the initial licensure professional studies course work (excluding field experience credits) and endorsement course work is required of all candidates for the M.Ed. degree.

EDCI 589 Applied Research (3 credits)

**Courses required for licensure*

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: SPECIAL EDUCATION - ADAPTED CURRICULUM K-12

The Masters of Education program for initial licensure in Special Education: Adapted Curriculum K-12 prepares teachers to work with students with moderate to severe intellectual disabilities, multiple disabilities and autism spectrum disorders.

Candidates must possess a bachelor's degree and complete the professional studies and endorsement course requirements in the program and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

Admission to the M.Ed. program for initial licensure in Special Education: Adapted Curriculum K-12 requires:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative grade

point average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores– and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics—tests [or qualifying substitute (SAT, ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this Catalog.

EXIT REQUIREMENTS

To be recommended for licensure, a student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required assessments (Virginia Communication and Literacy Assessment, Reading for Virginia Educators: Elementary and Special Education, Child Abuse and Recognition Module);

3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

Professional Studies Courses, Special Education; Adapted Curriculum

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, Adapted Curriculum:

EDCI 500 Teaching and the Development of the Learner (3 credits)*
EDCI 506 Foundations of American Education (3 credits)*
EDCI 507 Early Literacy and Language Development (3 credits)*
EDSE 521 Language and Literacy for Special Populations (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (3 credits)*
EDSE 539 Characteristics of Students Accessing an Adapted Curriculum (3 credits)*
EDSE 541 Goals and Practices for Students Accessing Adapted Curriculum (3 credits)*
INDT 501 Instructional Technologies (3 credits)*
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)*
Field experiences are embedded in the following courses: EDCI 507, EDSE 521, EDSE 539, and EDSE 541.

ENDORSEMENT COURSES: SPECIAL EDUCATION: ADAPTED CURRICULUM

In addition to the professional studies course work outlined above, the following endorsement courses are required of all candidates seeking the Special Education Adapted Curriculum endorsement:

EDSE 531 Survey of Special Education: Characteristics and Legal Issues*
EDSE 534 Assessment, Evaluation, and Instructional Planning*
EDSE 535 Collaborative Consultation and Transition Planning*
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3)
OR
EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3)

The following course beyond the initial licensure professional studies course work (excluding field experience credits)and endorsement course work is required of all candidates for the M.Ed. degree.

EDCI 589 Applied Research (3 credits)

**Courses required for licensure*

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: SECONDARY

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits in one of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

The following requirements are necessary for admission to the Initial Licensure Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The

student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics—60 tests (or qualifying substitute [SAT, ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this Catalog.

EXIT REQUIREMENTS

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests, the Virginia Communication and Literacy Assessment;
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 521 Managing the Classroom Environment: Middle or Secondary (3 credits)
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)
INDT 501 Instructional Technologies (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 589 Applied Research (3 credits)

READMISSION

Student who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: PREK-12

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in art if they wish to teach visual arts. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. English as a Second Language (ESL) endorsement course work is offered at the university (see below). Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

The following requirements are necessary for admission to the Initial Licensure Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics—60 tests (or qualifying substitute [SAT, ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Meet state-established scores on PRAXIS I tests (or qualifying substitute (SAT, ACT or VCLA plus math Praxis I)) prior to or upon completion of 12 credits ;
2. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
3. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this Catalog.

EXIT REQUIREMENTS

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests, and the Virginia Communication and Literacy Assessment;
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices: Elementary (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 523 Managing the Classroom Environment: PreK-12 (3 credits)
EDCI 538 Middle Grades Programs and Practices (4 credits)
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)
INDT 501 Instructional Technologies (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 589 Applied Research (3 credits)

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work,

the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: MIDDLE

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits in one of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

The following requirements are necessary for admission to the Initial Licensure Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
7. Passing scores on PRAXIS I—reading, writing, and mathematics— 60 tests [or qualifying substitute (SAT, ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the graduate program;
8. An interview, as necessary; and
9. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;

Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this *Catalog.*

EXIT REQUIREMENTS

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests, the Virginia Communication and Literacy Assessment.
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 509 Language and Literacy Development (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 521 Managing the Classroom Environment: Middle or Secondary (3 credits)
EDCI 538 Middle Grades Programs and Practices (4 credits)
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)

INDT 501 Instructional Technologies (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 589 Applied Research (3 credits)

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension.

Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. INITIAL LICENSURE POST-BACCALAUREATE PATHWAY: P-12 ESL

English as a Second language endorsement candidates for licensure in this program should possess a bachelor's degree, including six credits in a modern foreign language. They must complete the professional studies and endorsement course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Candidates must be proficient in all competencies to be recommended for licensure.

ADMISSION REQUIREMENTS

Admission to the M.Ed. program for initial licensure in English as a Second Language (P-12) requires:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative gradepoint average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;

5. A résumé outlining experiences and education;
6. Passing scores on PRAXIS I—reading, writing, and mathematics—tests [or qualifying substitute (SAT. ACT, or VCLA plus math Praxis I)] must be submitted prior to admission to the gradaute program;
7. An interview, as necessary; and
8. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 M.Ed. Initial Licensure Internship.*

CONTINUANCE REQUIREMENTS

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M.Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M.Ed. Initial Licensure Internship results in dismissal from the program;
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this *Catalog.*

EXIT REQUIREMENTS

To be recommended for licensure, a student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required assessments (Virginia Communication and Literacy Assessment, Child Abuse and Recognition Module);
3. Perform at an acceptable level in EDCI 550 M.Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an electronic portfolio, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

PROGRAM COURSE SEQUENCE

Professional Studies Courses

The following professional studies courses, or their equivalents, are required of all candidates in the PreK-12 English as a Second Language Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 523 Managing the Classroom Environment: PreK-12 (3 credits)
INDT 501 Instructional Technologies (3 credits)
TESL 515 ESL Literacy Strategies: PreK-12 (3 credits)
TESL 530 Second Language Methods: Literacy and Language Skills (3 credits)
EDCI 550 M.Ed. Initial Licensure Internship (6 credits)

Field experiences are embedded in the following courses: EDCI 511, EDCI 523, and TESL 515.

English as a Second Language Endorsement Courses

Prerequisite or corequisite: six credits in a modern foreign language

In addition to the 27 credits of professional studies course work outlined above, the following endorsement courses are required of all candidates seeking ESL endorsement:

TESL 500 Introduction to English Linguistics (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 531 ESL Curriculum, Assessment, and Leadership (3 credits)
EDCI 589 Applied Research

READMISSION

Students who have not attended the University for three consecutive semesters must apply for readmission.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

The Master of Education degree is also offered for practicing teachers who already possess initial licensure and is designed to provide opportunities for continuing professional development, master's level licensure for teachers and other school personnel, or endorsements in teaching or administration.

Students in these programs must possess a collegiate professional or postgraduate professional Virginia license.

CORE PROGRAMS

- Diverse Student Populations (may fulfill gifted education endorsement requirements)
- Educational Leadership (fulfills administration and supervision endorsement requirements)
- English as a Second Language (fulfills ESL endorsement requirements)
- Literacy Specialist (fulfills reading specialist endorsement requirements)
- Secondary Mathematics (in cooperation with the College of Arts and Sciences)
- Special Education (fulfills General Curriculum or Adapted Curriculum endorsement requirements)

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - DIVERSE STUDENT POPULATIONS

This concentration is designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Individuals can elect to pursue the gifted education endorsement.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. A student must be in good standing for admission into EDCI 551 Internship for Added Teaching Endorsement. EDCI 551 is by application only.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy as presented on page 22 in the "Admission and Enrollment" section of this Catalog.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. Application for the added endorsement for Gifted Education is made to the VDOE through the school division's personnel office.

COURSE REQUIREMENTS

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 546 Evaluation for Instructional Improvement (3 credits)
EDCI 580 Introduction to Research (3 credits)
EDCI 590 Individual Research (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
INDT 501 Instructional Technologies (3 credits)
TESL 514 Cross-Cultural Education (3 credits)

Courses may be selected from other programs—ESL, gifted education, special education (including courses in teaching students with autism), literacy, and instructional technology courses—with approval of the advisor.

Gifted Education

To fulfill the gifted endorsement requirements, the following courses are required:

EDCI 541 Identification and Assessment of Gifted Students (3 credits)
EDCI 542 Models and Strategies for Teaching Gifted Students (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Internship for Added Teaching Endorsement (3 credits)*
*May be waived with appropriate experience.

Technology Concentration

Students completing this concentration will better understand and be

able to implement appropriate technologies as both a product (e.g. Web-based course or specific learning aid(s) within a course) and a process (e.g. formative and summative assessments) in order to meet the needs of diverse student populations existing in our schools today. This concentration is designed for teachers, learning specialists, and administrators at all grade levels (K-12).

To fulfill the technology concentration, the following courses are required:
INDT 510 Foundations and Theories of Instructional Design and Technology (3 credits)
INDT 530 Instructional Design and Technology (3 credits)
INDT 545 Organizational Leadership in Educational Technology (3 credits)
One of the following courses:
INDT 533 Visual Literacy and Design (3 credits)
INDT 531 Emerging and Assistive Technologies (3 credits)
EDLS 547 Literacy and Diverse Student Populations (3 credits)

READMISSION POLICY

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - EDUCATIONAL LEADERSHIP

This program is offered in a cohort format and fulfills administration and supervision endorsement requirements. A passing score on the School Leaders License Assessment is required for the endorsement.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;

5. Have a GPA of 2.75 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.
9. Three current, sealed references from immediate supervisor and others qualified to address teaching performance and leadership potential;
10. An interview; and
11. A writing exercise as part of the interview that may involve responding to a case study or producing a sample administrative letter.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. A student must be in good standing for admission into EDEL 551 Internship in Educational Leadership. EDEL 551 is by application only.
3. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA, or successfully complete the required course of study for the School Administration and Supervision endorsement with a minimum of 24 credits and a 3.0 (b) or higher GPA. The second option applies only to students who enter the program with a Masters degree.
2. A qualifying score on the School Leaders Licensure Assessment.
3. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Required Courses

EDEL 539 Special Education Leadership in Schools (3 credits)*
EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)*
EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)
EDEL 542 Managing Schools and School-Community Relationships (3 credits)*

EDEL 543 Professional Development and Supervision of School Personnel (3 credits)*
EDEL 545 School Law and Society (3 credits)*
EDEL 546 Educational Policy and Decision Making (3 credits)*
EDEL 547 Literacy Leadership for Administrators (3 credits)
EDEL 548 Evaluation for Instructional Improvement (3 credits)*
EDEL 551 Internship in Educational Leadership (3 credits)*
INDT 545 Organizational Leadership in Educational Technology (3 credits)
EDCI 590 Individual Research (3 credits)

*Required courses for students who possess a master's degree and wish to pursue the administration and supervision endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. The endorsement pathway consists of 24 credits, which include the internship. Courses taken at other institutions and approved for the endorsement pathway must be officially transferred into the program. EDEL 541 Developing, Administering, and Evaluating Curriculum is not required but is strongly recommended for those students without a master's degree in curriculum and instruction.

READMISSION POLICY

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT – P-12 ENGLISH AS A SECOND LANGUAGE

This program is designed to enhance the skills of the classroom practitioner in meeting the needs of nonnative speakers of English.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;

3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Course Requirements

Prerequisite or co-requisite: six credits in a modern foreign language
EDCI 546 Evaluation for Instructional Improvement (3 credits)
EDCI 580 Introduction to Research (3 credits)
EDCI 590 Individual Research (3 credits)
INDT 501 Instructional Technologies (3 credits)
TESL 500 Introduction to English Linguistics (3 credits)*
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)*
TESL 515 ESL Literacy Strategies: PreK-12 (3 credits)*
TESL 530 Second Language Methods: Literacy and Language Skills (3 credits)*
TESL 531 ESL Curriculum, Assessment, and Leadership (3 credits)
Select one of the following courses:

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)
TESL 513 Special Studies in Linguistics and Language Learning (3 credits) - Prerequisite: TESL 500
TESL 532 Differentiated Instruction Across the Curriculum (3 credits)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)*

*For the endorsement pathway, students have to take EDIC 515-Literacy and Language Across the Curriculum. The endorsement requires a minimum of 18 credits of graduate coursework, plus 6 credits in a foreign language (or in English if the candidate's primary language is not English). Proficiency in spoken and written English must also be demonstrated. Graduate courses taken at other institutions and approved for the endorsement must be officially transferred into the program. Application for the endorsement pathway is made to the Virginia Department of Education through the school division's personnel office.

Note: *Official transcripts showing completion of six credits in modern foreign language course work are required. If a student's primary language is not English, all six credits must be in English courses.*

READMISSION POLICY

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - LITERACY SPECIALIST

This program leads to a reading specialist endorsement and prepares teachers to take a reading specialist position in a school or district. The courses are designed to prepare reading/literacy specialists in the areas of foundational knowledge, instructional strategies and curriculum development, assessment and intervention, literacy in communication, and literacy leadership. The program supports local school districts and the Virginia Department of Education in improving reading performance through highly qualified reading professionals, as well as addressing the teacher shortage in the area of reading

specialist. A passing score on the Reading for Virginia Educators: Reading Specialist assessment is required for endorsement.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. In the case of the Reading Specialist endorsement, this includes a qualifying score on the Reading for Virginia Educators: Reading Specialist.
3. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Required Courses

EDLS 540 Psychology of Literacy (3 credits)
EDLS 541 Linguistic Foundations of Literacy (3 credits)*
EDLS 542 Literacy Curriculum and Instruction I: Emergent-Elementary (3 credits)*

EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)*
EDLS 544 Literacy Assessment and Evaluation (3 credits)*
EDLS 545 Writing Process and Instruction (3 credits)*
EDLS 546 Leadership in Literacy Education (3 credits)*
EDLS 547 Literacy and Diverse Student Populations (3 credits)*
EDLS 548 Internship: Applied Literacy Research (3 credits)*
EDCI 546 Evaluation for Instructional Improvement (3 credits)
EDCI 590 Individual Research (3 credits)
INDT 501 Instructional Technologies (3 credits)

*Required courses for students who possess a master's degree and wish to only pursue the Reading Specialist endorsement. This endorsement pathway provides teachers with the knowledge to become leaders in the area of literacy instruction and leads to the reading specialist endorsement. It is offered for prospective students who possess a master's degree and a valid Virginia postgraduate professional license. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Literacy. Courses taken at other institutions and approved for the endorsement pathway must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office. A passing score on the Reading for Virginia Educators: Reading Specialist assessment is required for endorsement.

READMISSION POLICY

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - SECONDARY MATHEMATICS

This program is offered in a cohort format and is intended for licensed teachers who have a strong background in undergraduate mathematics, preferably a bachelor's degree with a major in mathematics. The courses are designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International

Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges. A minimum of 36 credits is required for the degree.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Required Courses

MAED 501 Calculus for Teachers (3 credits)
MAED 540 Teaching Mathematics in Middle and Secondary Schools (3 credits)

Elective Courses

MAED 502 Analysis for Teachers (3 credits)
MAED 510 Linear Algebra for Teachers (3 credits)

MAED 520 Discrete Mathematics for Teachers (3 credits)
MAED 530 Probability and Statistics for Teachers (3 credits)
MAED 547 Special Topics in Mathematics for Teachers (1-6 credits)
MAED 550 History of Mathematics (3 credits)
MAED 560 Geometry for Teachers (3 credits)
MAED 570 Algebra and Number Theory for Teachers (3 credits)
MAED 580 Mathematical Modeling for Teachers (3 credits)

READMISSION POLICY

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - SPECIAL EDUCATION GENERAL CURRICULUM

This program is designed for individuals who hold a Virginia teaching license who want to pursue a degree and added licensure in Special Education.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. A student must be in good standing for admission into EDCI 551 Field Internship. EDCI 551 is by application only.
3. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Required Courses

EDCI 580 Introduction to Research (3 credits)
EDCI 590 Individual Research (3 credits)
INDT 501 Instructional Technologies (3 credits)
EDSE 511 General and Special Education Goals and Practices: Middle and Secondary (3 credits)*
EDSE 519 General and Special Educational Goals and Practices: Elementary (3 credits)*
EDSE 521 Language and Literacy for Special Populations (3 credits)*
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (3 credits)*
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)*
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)*
EDCI 551 Field Internship (3 credits) - May be waived with appropriate experience.*

Electives

- 3-6 hours of course work to approved by program advisor

*Required courses for the graduate endorsement pathway in Special Education: General Curriculum offered for candidates who possess a bachelor's degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to only pursue the endorsement. A minimum of 21 credits are required, as the courses are part of an endorsement program that has been approved by the Virginia Department of Education. EDCI 507: Early Literacy and Language Development is also required but will

be waived for elementary teachers as an equivalent course was part of their initial endorsement program.

M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT - SPECIAL EDUCATION ADAPTED CURRICULUM

This program is designed for individuals who hold a Virginia teaching license who want to pursue a degree and added licensure in Special Education.

ADMISSION REQUIREMENTS

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license;
8. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

CONTINUANCE REQUIREMENTS

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program.
2. A student must be in good standing for admission into EDCI 551 Internship for Added Teaching Endorsement. EDCI 551 is by application only.
3. Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

EXIT REQUIREMENTS

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA.
2. Application for the added endorsement is made to the VDOE through the school division's personnel office.

Required Courses

EDCI 580 Introduction to Research (3 credits)
EDCI 590 Individual Research (3 credits)
INDT 501 Instructional Technologies (3 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)*
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)*
EDSE 533 Positive Approaches to Behavior Management (3 credits)*
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)*
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)*
EDSE 539 Characteristics of Students Accessing an Adapted Curriculum (3 credits)*
EDSE 541 Goals and Practices for Students Accessing an Adapted Curriculum (3 credits)*
EDCI 551 Internship for Added Teaching Endorsement (3 credits) - May be waived with appropriate experience.*

Electives

- 3-6 hours of course work to approved by program advisor

*Required courses for the graduate endorsement pathway in Special Education: Adapted Curriculum offered for candidates who possess a bachelor's degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to only pursue the endorsement. A minimum of 21 credits are required, as the courses are part of an endorsement program that has been approved by the Virginia Department of Education. EDCI 507 Early Literacy and Language Development is also required but will be waived for elementary teachers as an equivalent course was part of their initial endorsement program.

GRADUATE ENDORSEMENT AND CERTIFICATE PROGRAMS

GRADUATE ENDORSEMENT PATHWAY IN GIFTED EDUCATION

A Graduate endorsement pathway in Gifted Education is offered for prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to pursue the gifted education endorsement pathway only. The endorsement pathway requires a minimum of 12 credits of graduate course work. An internship is also required for endorsement. However, if a candidate can document—to the satisfaction of the faculty and his/her school division personnel office—a year of successful, full-time teaching of heterogeneously

or homogeneously grouped gifted students under the mentorship of a gifted endorsed teacher, the three credits of internship may be waived. Competency in writing—grammar, usage, and mechanics—must also be demonstrated and documented. There must be assurance that all state-required competencies are met. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the endorsement pathway is made to the Virginia Department of Education through the school division's personnel office.

ADMISSIONS REQUIREMENTS

1. Submit a completed application for admission;
2. Have earned an undergraduate degree from a regionally-accredited college or university;
3. Submit official transcripts of all undergraduate and graduate course work; Provide a résumé outlining work experience and education;
4. An essay detailing the applicant's career plans upon completion of the gifted program;
5. Provide verification of the collegiate professional or postgraduate professional license.

Required Courses

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 541 Identification of Gifted Students (3 credits)
EDCI 542 Models and Strategies for Teaching Gifted Students (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Internship for Added Teaching Endorsement (3 credits)*

**May be waived with appropriate experience*

GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE

The Graduate Certificate in Teaching English as a Second or Foreign Language is offered to prospective students who possess a bachelor's degree and six credits of foreign language study. The certificate is an internationally recognized credential for teaching English in a variety of instructional settings overseas and in some adult education settings in the U.S. It does not fulfill the licensure requirements for teaching English as a second language in the Virginia public schools, although courses in this certificate program may meet partial requirements of UMW licensure programs. Graduate courses taken at other institutions and approved for the certificate must be officially transferred into the program.

Note: *Official transcripts showing completion of six credits in modern foreign language course work are required prior to the awarding of the certificate. If a student's primary language is not English, all six credits must be in advanced English course work.*

ADMISSIONS REQUIREMENTS

1. Submit a completed application for admission;
2. Have earned an undergraduate degree from a regionally-accredited college or university;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Provide a résumé outlining work experience and education;
5. An essay detailing the applicant's career plans upon completion of the Teaching English as a Second or Foreign Language certificate.

Required Courses

TESL 500 Introduction to English Linguistics (3 credits)
TESL 502A Sociolinguistics and Cross-cultural communication (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 530 Second Language Methods: Literacy and Language Skills (3 credits)
TESL 535 Individual Practicum (2 credits)

POST-BACCALAUREATE CERTIFICATE IN TEACHING STUDENTS WITH AUTISM

The University of Mary Washington offers opportunities intended to enhance the effectiveness of licensed teachers and other professionals working with students with autism. The Certificate in Teaching Students with Autism, requires the completion of four graduate courses designed to assist licensed teachers in meeting the needs of students with autism.

ADMISSIONS REQUIREMENTS

1. Submit a completed application for admission;
2. Have earned an undergraduate degree from a regionally-accredited college or university;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Provide a résumé outlining work experience and education;
5. An essay detailing the applicant's career plans upon completion of the Autism certificate;

Required Courses

EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3 credits)
EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 credits)
INDT 531 Emerging and Assistive Technologies (3 credits)

Note: *The certificate program meets Virginia Autism Council Competencies and Council for Exceptional Children Standards, where appropriate. The program does not lead to licensure by the Virginia Department of Education.*

TEACHER LICENSE RENEWAL COURSES

A variety of teacher license renewal and professional development courses are offered in weekend and evening formats throughout the year. For specific courses, dates, and times, students should call (540) 286-8000 or consult the current Professional Development for Educators schedule on the web site at http://education.umw.edu/professional/teacher-license-renewal-courses/. (Courses selected for license renewal should be preapproved by the school division.)

ACCOUNTING (ACCT)

ACCT 560 – Auditing (3)
Prerequisites: ACCT 302 or equivalent and BPST 316 or equivalent. Recommended prerequisite: ACCT 305. Recommended prerequisite for ACCT 560: ACCT 564. This course covers generally accepted auditing standards as they apply to the study of audit preparation and procedures, creating working papers, and audit write-up. The course also covers internal and external audit procedures and a comprehensive study of professional auditing ethics and professional responsibilities. ACCT 560 also requires a research paper and presentation in a selected area relevant to auditing. (Course is cross-listed as ACCT 460. Credit is not granted for both ACCT 460 and ACCT 560 or MBUS 560.)

ACCT 561 – Advanced Accounting (3)
Prerequisite: ACCT 305 or equivalent. This course applies financial accounting principles to the preparation of consolidated financial statements, segment disclosures, foreign currency adjustments and translations, partnership accounting, reorganizations and liquidations, and mergers and acquisitions. ACCT 561 also requires a research project and presentation covering a topic related to the course. (Course is cross-listed as ACCT 461. Credit is not granted for both ACCT 461 and ACCT 561 or MBUS 561.)

ACCT 562 – Income Tax Procedure (3)
Prerequisite: ACCT 301 or equivalent. This course presents an analysis of federal tax laws for individuals and unincorporated organizations. Key tax accounting principles are examined, including the measurement of income, asset exchanges, capital transactions, and business expenses.

ACCT 563 – Organizational Behavior (3)
Prerequisite: ACCT 301 or equivalent. This course examines the taxation of corporations, partnerships, and limited liability companies. Includes corporate organizations and §351 transfers, corporate income tax, subchapter S, dividends, nonliquidating distributions other than dividends, liquidating distributions, redemptions, corporate reorganizations, and transfer of corporate tax attributes. Also includes income tax aspects of partnership formations, distributions, withdrawals, and terminations.

ACCT 564 – Accounting Information Systems (3)
Prerequisite: ACCT 305 or equivalent and MBUS 509 or MMIS 500. This course covers the use of information technology in effectively managing and controlling the financial transactions associated with electronic commerce in a global, internet-based economy. Systems selection, development, and implementation are analyzed, as are the business processes that are integral to the value chain. Specific transaction cycles are discussed with a focus on internal controls.

ACCT 565 – Governmental and Nonprofit Accounting (3)
Prerequisite: ACCT 305 or equivalent.
This is a study of nonprofit organizations emphasizing accounting for governments, hospitals, universities, and other nonprofit entities. It covers principles of fund accounting, financial reporting, budgeting, and auditing governmental and nonprofit organizations. ACCT 565 students must also complete a research project and presentation in a topic/area of interest germane to governmental or not-for-profit accounting. (Course is cross-listed as ACCT 465. Credit is not granted for both ACCT 465 and ACCT 565 or MBUS 565.)

EDUCATION CURRICULUM AND INSTRUCTION (EDCI)

EDCI 500 – Teaching and the Development of the Learner (3)
This course provides the teacher candidate with an orientation to teaching, and to the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, are presented. In compliance with state-mandated training, the teacher candidate

completes study in child abuse recognition and intervention. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including physical, intellectual, social, emotional, and speech and language aspects, and its impact on instructional practices and decisions are examined.

EDCI 502 – Educational Goals and Practices: Elementary (3)
Prerequisite or corequisite: EDCI 500. This course focuses on the application of teaching and learning models in the elementary classroom. Special emphasis is placed on the relationships among assessments, instruction, and monitoring student progress. The course allows the prospective teacher to explore discipline-based curriculum methods, including practices for second language learners, English language learners, gifted and talented students, and those students with disabling conditions.

EDCI 506 – Foundations of American Education (3)
This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it, including the important role assessment plays in instructional design and decision making. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

EDCI 507 – Early Literacy and Language Development (3)
Recommended prerequisite or corequisite: EDCI 500. This course focuses on early literacy instruction that is based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, instructional approaches, assessment, and evaluation of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include language acquisition and reading, specifically phonemic awareness, concepts of print, systematic explicit phonics instruction, word study curriculum, fluency, vocabulary, comprehension, writing process, literature-based and curriculum integration, and classroom organization.

EDCI 509 – Language and Literacy Development (3)
Prerequisite or corequisite: EDCI 500. This course focuses on promoting the intermediate learner's literacy development and language acquisition. Emphasis is placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking in the content areas. Specific topics include comprehension skills, writing processes, questioning strategies, summarizing, and retelling. This course allows prospective teachers to explore literature to support instruction and independent reading.

EDCI 511 – Educational Goals and Practices: Middle or Secondary (3)
This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom. Field experience required.

EDCI 515 – Literacy and Language Across the Curriculum (3)
Recommended prerequisite or corequisite: EDCI 500 or EDUC 420. This course explores reading and language acquisition in the content areas. Emphasis is placed on comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students explore strategies to foster appreciation of literature that supports the curriculum. Field experience required.

EDCI 519 – Managing the Classroom Environment: Elementary (3)
Prerequisite or corequisite: EDCI 500.
This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and

individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the elementary classroom. Field experience required.

EDCI 521 – Managing the Classroom Environment: Middle or Secondary (3)
This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the middle and secondary classroom. Field experience required.

EDCI 523 – Managing the Classroom Environment: PreK-12 (3)
Prerequisite or corequisite: EDCI 500.
This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the PreK-12 classroom. Field experience required.

EDCI 525 – Mathematics Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective mathematics instruction in the elementary classroom. Emphasis is placed on a diagnostic-prescriptive instructional approach to mathematics content.

EDCI 526 – Social Sciences Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective social sciences instruction in the elementary classroom. Emphasis is placed on developing critical thinking skills in helping students understand social sciences content.

EDCI 527 – Science Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective science instruction in the elementary classroom. Emphasis is placed on the processes and organizing concepts of the core scientific disciplines.

EDCI 530: Mathematics Methods for the Elementary School (2)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching of mathematics in the elementary school.

EDCI 531: Science Methods for the Elementary School (2)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching of the sciences in the elementary school.

EDCI 532: Social Studies Methods for the Elementary School (2)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching the social studies in the elementary school. Focus is placed local and Virginia state government and civics.

EDCI 538: Middle Grades Progams and Practices (4)
Prerequisite: EDCI 500. This course provides an orientation to middle grades (6-8) education. The course develops the teacher candidates' knowledge of young adolescent learning, appropriate instructional strategies, and assessment tools. Emphasis is placed on the foundational components, organizational patterns, instructional programs, the integrated curriculum, and current trends and issues in middle level schooling. Field experience required.

EDCI 540 – Characteristics and Education of Gifted Students (3)
This course is designed to provide a broad overview of the field of gifted education, including a brief history of the field, varied conceptions of giftedness and identification methods, characteristics and needs of a wide range of gifted learners, programming options, and curriculum and instruction for gifted learners, underserved populations, social and emotional needs, parent/community involvement, and best practices in gifted education. Course participants gain a

foundation in the field of gifted education and the needs of gifted learners that are built upon in subsequent courses.

EDCI 541 – Identification of Gifted Students (3)
Prerequisite: EDCI 540. This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis is placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 – Models and Strategies for Teaching Gifted Students (3)
Prerequisite: EDCI 540. This course focuses on specific strategies and program models that adapt instruction for gifted students. Specific strategies that relate to student differences are applied in the classroom setting. Participants are able to develop an understanding of both the theoretical and practical implications of the models and strategies and learn how they can contribute to promoting academic challenge and learner independence. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

EDCI 543 – Differentiated Curriculum for the Gifted (3)
Prerequisite: EDCI 540. This course focuses on current theory and principles of differentiation and specific strategies that adapt instruction in order to meet the characteristics of gifted learners. Specific differentiation strategies that relate to student differences with high levels of ability are applied in the classroom setting.

EDCI 544 – Creative Problem Solving (3)
This course focuses on creative problem solving, both for the teachers and their students. Course participants gain and apply knowledge about the various definitions of creativity, problem solving style, generating and focusing tools, thinking strategies, and the process of creative problem solving. Participants apply the tools, strategies, and creative problem solving processes to instruction and classroom environment through class activities.

EDCI 545 – Issues and Trends in Gifted Education (3)
Prerequisite: EDCI 540. This seminar-style course focuses on the current issues and trends in gifted education. Students analyze, synthesize, and discuss current research and views to formulate their own positions regarding the issues and trends. Students write scholarly papers and lead discussions supporting various themes addressed.

EDCI 546 – Evaluation for Instructional Improvement (3)
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDCI 547 – Special Topics Seminar (3-6)
This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

EDCI 550 – M. Ed. Initial Licensure Internship(6)
Prerequisites: EDCI 500-524 and INDT 501. This is the capstone experience of the initial licensure program. The prospective teacher is challenged to blend personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and university supervisor, are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The field mentorship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

EDCI 551 – Internship for Added Teaching

Endorsement (3-6)
Recommended prerequisite: All course work required for the endorsement pathway. This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competencies requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement are determined by the specific endorsement pathway sought. (Pass/fail option only)

EDCI 580 – Introduction to Research (3)
This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding and conducting educational research for instructional improvement and professional development. It provides thorough exposure to theoretical and research literature and to quantitative and qualitative research methodologies. It also covers essentials of research project development, including development of topic, problem statement and annotated bibliography, review and synthesis of literature, collection and analysis of data, and use of APA style. Students conduct a literature review and draft a quality research proposal upon completion of the course. (Students should plan to take the course one year prior to enrolling in EDCI 590)

EDCI 589 – Applied Research (3)
Prerequisite: 24 credits of Initial Licensure/M.Ed. course work or approval of program advisor; open to Track I students only. This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings. They also develop an authentic means of applying the findings from their literature review (such as a unit plan, web site, or professional development presentation). Final project reports are archived in the campus library.

EDCI 590 – Individual Research (3)
Prerequisite: 27 credits of M.Ed. course work or approval of the program advisor; open to Track II students only. This is an experience in self-directed learning and research which are primary goals of the program. Track II M.Ed. candidates conduct original research on a topic of study in education that is beyond the scope of regular course offerings. Working individually with a faculty advisor, students review the pertinent literature, conduct qualitative or quantitative research, and write a report of their research following conventions of the discipline. Although research is the primary goal, the final project may include a supplemental component, such as a curriculum restructuring plan, a proposal for public policy change, or a professional development workshop. A formal research proposal must be submitted for approval by the M.Ed. faculty in a semester preceding enrollment in the course. Final project reports are archived in the campus library.

EDCI 591 – Individual Study (1-6)
By permission of the department chair, students may engage in 1-6 credits of individual study under the direction of a member of the full-time M.Ed. faculty. A proposal for the study project and number of credits must be approved by the faculty member and department chair before registration.

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 539 – Special Education Leadership in Schools (3)
This course focuses on the knowledge and skills necessary to administer special education programs and to ensure the achievement of students with disabilities. Topics include legal requirements and procedures, characteristics of students with disabilities and the effect of these characteristics on student behavior, effective instructional and behavior management practices, managing school teams, facilitating inclusion and collaboration, assessment of students with disabilities, and assistive technology.

EDEL 540 – Leadership for Learning and Diverse Student Populations (3)
This course provides the knowledge, understanding, and application of applied learning and motivational theory, of systems, organizations and basic leadership theory, and of the purpose of education necessary for effective instructional leadership through collective professional capacity. Emphasis is placed on analyzing and assessing instructional

needs in order to design, implement, and evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective use of technology in instruction, and techniques for the assessment and evaluation of learning, and planning for curricular alignment and instructional management.

EDEL 541 – Developing, Administering, and Evaluating Curriculum (3)
This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology. In addition, students are provided opportunities to develop research skills that assist them in discovering, understanding, and applying best practices as they exercise instructional leadership in their schools.

EDEL 542 – Managing Schools and School-Community Relationships (3)
This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of managing a school and relating to its larger communities. It emphasizes utilizing school staff, parents, and community resources and partnerships to build a positive culture necessary to achieve desired educational goals. Topics include understanding political structures, management and leadership skills that achieve effective and efficient organizational operations, community relations, improving communication, shared-decision making, conflict negotiation and management, crisis intervention, legal and ethical issues, and strategic marketing and utilization of media.

EDEL 543 – Professional Development and Supervision of School Personnel (3)
This course focuses on the theory and practical applications related to human resource management in public and non-public school systems. Strategies and assessment related to human resource management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies include simulations, case studies, and practice in oral and written communication.

EDEL 545 – School Law and Society (3)
This course examines administrative, judicial, statutory, and constitutional laws and regulations which have application to public education. Through the use of the case study approach and the Code of Virginia, the legal rights and responsibilities of public and non-public school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations and legal issues surrounding school safety, finance, and technology in the school setting.

EDEL 546 – Educational Policy and Decision Making (3)
This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision-making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long-range planning, models for change management in educational settings, conflict resolution, policy development, personnel issues, technology, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

EDEL 547 – Literacy Leadership for Administrators (3)
This course focuses on building capacity in schools for high quality literacy programs and instruction and is intended for school administrators, aspiring school leaders, and school specialists with an interest in literacy. This course explores the role of leadership in creating a school culture that promotes literacy development, achievement, and motivation. Topics include national and local trends in literacy, foundations of literacy development, current research for developing school-wide literacy programs, evaluating and supporting teachers' professional growth in literacy, and fostering literacy achievement for special student populations. Other literacy-related topics may be decided by the class.

A seminar format is utilized with discussion related to current research and guest speaker presentations. Students complete projects related to their individual interests in literacy.

EDEL 548 – Evaluation for Instructional Improvement (3)
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDEL 551 – Internship in Educational Leadership (3)
Recommended prerequisite: At least 12 credits in the University of Mary Washington Educational Leadership Program. Students complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170-hour practicum component is the capstone experience for the added endorsement in administration and supervision. It provides the opportunity to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor licensed in the administration and supervision endorsement. Students are encouraged to identify, analyze, and resolve problems using effective problem-solving techniques throughout this experience. (Pass/fail option only)

LITERACY SPECIALIST (EDLS)

EDLS 540 – Psychology of Literacy (3)
This course investigates the sociological, cultural, cognitive, and psychological bases of the reading process. Emphasis is placed on developing a working knowledge of current research in literacy, brain development, adolescent literacy, and psychology to support decision-making. Course topics include comprehension strategies to develop questioning skills, understanding of the dimensions of word meaning, the teaching of summarizing and retelling skills, and guiding students to understand meaning beyond the text. Participants develop strategies in literal, interpretive, critical, and evaluative comprehension and demonstrate an understanding of child and adolescent psychology, including personality and learning behaviors and the special needs of diverse student populations.

EDLS 541 – Linguistic Foundations of Literacy (3)
This course provides an up-to-date understanding of how learners acquire language as well as thorough coverage of the linguistic aspects of the reading process including phonetics, syllable structure, phonology, morphology, syntax, vocabulary, semantics, and discourse. Participants develop skills in linguistic analysis needed to instruct and assess learners' development of phonemic awareness, concepts of print, construction of meaning from text, and the writing process. The course also focuses on the cultural contexts of language and on the similarities and differences between oral and written language, between standard English and other dialects, and between native and nonnative language proficiencies.

EDLS 542 – Literacy Curriculum and Instruction I: Emergent-Elementary (3)
Recommended prerequisite: EDLS 541. This course explores early literacy development and the implementation of the language arts curriculum through the elementary grades. Topics include emergent literacy, language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis is placed on developing an understanding of reading and language arts supported by strategies directly applicable to classroom situations. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction, and to promote creative thinking and expression such as storytelling, drama, and choral/oral reading. The course also covers selection and use of quality literature to support early literacy instruction.

EDLS 543 – Literacy Curriculum and Instruction II: Adolescent (3)
Recommended prerequisite: EDLS 541. This course explores literacy and the language arts with an emphasis on the knowledge, skills, and processes necessary in teaching the adolescent. Topics include language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices,

and family literacy. Emphasis is placed on developing an understanding of reading and language arts supported by modeling and explicit instructional strategies in reading comprehension and study strategies across the curriculum. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction. The course also covers selection and use of quality literature to support adolescent literacy.

EDLS 544 – Literacy Assessment and Evaluation (3)
Recommended prerequisite: EDLS 541. This course focuses on individual and program assessments and evaluation. Emphasis is placed on experiences that enable candidates to contribute to literacy assessment in instructional contexts, i.e., assist in the development of formal and informal assessment and screening instruments, conduct assessments for individuals or groups of students, assist in interpretation of test data, and share results of assessment with school personnel and parents. Topics include strategies for planning, evaluating, and revising literacy instruction to meet the needs of all students.

EDLS 545 – Writing Process and Instruction (3)
This course focuses on the knowledge, skills, and processes necessary for teaching writing. Topics include the stages of the writing process, elements of a model writing program, invented spelling and spelling development, discourse forms, writing across the curriculum, and the assessment and evaluation of writing. Emphasis is placed on promoting the thinking and expression of K-12 students through imaginative and expository writing and enhancing writing instruction through the use of technology.

EDLS 546 – Leadership in Literacy Education (3)
Recommended prerequisites: EDLS 542, 543, 544. This course provides experiences that enable participants to serve as literacy leaders in instructional contexts, including serving as a resource to teachers, developing curriculum, coordinating the literacy program, selecting or identifying literacy material, and providing professional development. Topics include the roles of the reading specialist, special reading teacher, administrator, and supervisor as they relate to the reading program. Participants explore effective communication skills and the use of technology to enhance instruction.

EDLS 547 – Literacy and Diverse Student Populations (3)
This course focuses on a wide range of instructional practices, curriculum approaches, and assessment tools, including technology-based practices for learners at differing stages of development and cultural and linguistic backgrounds. Emphasis is placed on tailoring instruction using flexible, skill-level grouping options (individual, small-group, whole-class, and computer-based) to meet the needs of a diverse student population. Topics include language acquisition, instructional technology, print and nonprint materials representing multiple levels, broad interests, and diverse backgrounds.

EDLS 548 – Internship: Applied Literacy Research (3)
Recommended prerequisite: EDLS 546. This course focuses on employing research-based practices that directly address the literacy needs of all students. Emphasis is placed on utilizing current research, literacy theories, and instructional practices in developing sound instructional models and materials for students from diverse backgrounds and with diverse needs. Participants focus on implementing research-based literacy programs to address the needs of the local school divisions.

SPECIAL EDUCATION (EDSE)

EDSE 511 General and Special Education Goals and Practices: Middle and Secondary (3)
Prerequisite or co-requisite: EDSE 531. This course focuses on the application of curriculum through teaching and learning models for middle and secondary school classrooms. Lesson planning, interdisciplinary learning and Virginia Standards of Learning for specific subject areas and technology are addressed. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective special education teacher to explore and develop ways to teach content material in inclusion and self-contained classrooms and to create classroom climates that support learning. Field experience required.

EDSE 519 – General and Special Education Goals and Practices: Elementary (3)
Prerequisite or corequisite: EDSE 531. This course focuses on the characteristics of students with mild disabilities and the application of

elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt curriculum and accommodate students with disabilities in a variety of educational settings. Topics include characteristics and educational needs of students with disabilities who are accessing the general curriculum, instructional planning, individualized education planning, mathematics education, assessment and evaluation techniques, and the use of assistive technology. Field experience required.

EDSE 521 – Language and Literacy for Special Populations (3)
Prerequisite or corequisite: EDSE 531. The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include normal and abnormal language development patterns, basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehension, assessment and evaluation, and effective language, reading and writing instructional strategies for students with disabilities.Field experience required.

EDSE 531. Survey of Special Education: Characteristics and Legal Issues (3)
This course presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial, and ethical issues involved.

EDSE 533 – Positive Approaches to Behavior Management (3)
Prerequisite or corequisite: EDSE 531. This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with disabilities and enable them to learn as close to the general education setting as possible. Applied behavior analysis and positive behavioral support provides the basis for the implementation of classroom and individual behavior management plans.

EDSE 534 – Assessment, Evaluation, and Instructional Planning (3)
Prerequisite or corequisite: EDSE 531. This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences are provided in selecting, administering, and interpreting norm-referenced, criterion-referenced, and curriculum-based measures; participating in eligibility decisions and response to intervention programs; developing instructional plans; and monitoring the progress of students with disabilities in the K-12 setting.

EDSE 535 – Collaborative Consultation and Transition Planning (3)
Prerequisite or corequisite: EDSE 531. This course is designed to enhance collaboration, consultation, and communication skills as they relate to working with other teachers and professionals, assisting others in working effectively with students with exceptionalities, and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies, other professionals, and the family to plan for life transitions, including self-advocacy, post-secondary training, career development, and life skills.

EDSE 537 – Characteristics of Students with Autism Spectrum Disorders (3)
This course provides educators with data related to disabilities under the category of Autism Spectrum Disorders, with an emphasis on autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified. This course includes a discussion of the core behavioral and secondary characteristics, as well as the known physiological components associated with these disorders. Students learn about the prevalence of the disorders, as well as the common theories on etiologies. Dual diagnoses, co-morbidity, and medical issues are discussed. Additionally, a review of the characteristics across the lifespan, from infancy and childhood through adulthood, is provided. Family concerns and considerations are discussed in the context of age, development, and need for support.

EDSE 538 – Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3)
This course teaches educators how to review assessment data to choose and implement effective teaching strategies and curricula for students with Autism Spectrum Disorders. This course reviews current research-based strategies used to support students with autism in the areas of communication, sensory issues, social skills, and academic learning. Interventions

covered include structured teaching, social skill development, aspects of applied behavior analysis, language/communication interventions, and sensory integration. Educators gain exposure to various curricula to support students in these areas.

EDSE 539 – Characteristics of Students Accessing an Adapted Curriculum (3)
Prerequisite or corequisite: EDSE 531. This course provides an examination of characteristics of students with various disabilities that may require functional, academic, and community support in their educational plan. Medical, sensory, positioning, and communication interventions are discussed. Person-centered planning and social skill development, in addition to academic adaptations and functional curriculum are addressed. Field experience required.

EDSE 541 – Goals and Practices for Students Accessing an Adapted Curriculum (3)
This course provides an understanding of educational models, methods, and resources employed in teaching students with developmental disabilities requiring an adaptive curriculum. Planning and implementing group/IEP programs for students of all ages is emphasized. Topics include: collaboration with families/professionals, classroom structure, teaching social skills through play, utilizing adaptive technology to improve communication, and understanding core deficits to modify curriculum and instructionally accommodate students with developmental delays, including autism. Students will run UMW Play Lab, part of the UMW Autism Clinic.

EDSE 552: Special Education M.Ed. Internship for Initial Licensure Five Year Pathway (9)
Prerequisites: Successful completion of the Special Education Initial Licensure Five Year Pathway coursework and permission of the department. This is the capstone experience of the Special Education Initial Licensure Five Year Pathway. The prospective special education teacher is challenged to blend personal and educational experience to teach in the classroom under the mentorship of a skillful practicing teacher. The internship is a 14-week field-based teaching experience in two different special education settings and grade levels. Self-analysis and reflection on planned and implemented instruction, and conferencing the mentor teacher and university supervisor are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The experience and seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the special education initial licensure program.

M. S. IN ELEMENTARY EDUCATION (EDUC)

EDUC 510 – The Inclusive Classroom (4)
Prerequisite: Admission to the M.S. degree program. Study of instructional methods to differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

EDUC 514 – Models of Instruction(4)
Prerequisite: Permission of Department Chair. Relates the theories of learning and development, brain research to effective instruction in elementary classrooms, and addresses ways to support English language learners in a constructivist classroom.Field experience required.

EDUC 521 Educational Research Methods (2)
Prerequisite: Admission to the M.S. degree program, Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathways: PreK-12. Study of research techniques, and methodology as preparation to conduct classroom- based teacher research. Field experience required.

EDUC 522 – Arts Specialization (4)
Study of advanced content area teaching methods and current research in arts education. Taken concurrently with Education 521.

EDUC 523 – English Language Learners Specialization (4)
Study of advanced content area teaching methods and current research in foreign language education. Taken concurrently with Education 521.

EDUC 524 – Instructional Technology Specialization (4)
Study of advanced content area teaching methods and current research in instructional technology. Taken concurrently with Education 521.

EDUC 525 – Literacy Specialization (4)
Study of advanced content area teaching methods and current research in literacy. Taken concurrently with Education 521.

EDUC 526 – Mathematics Specialization (4)
Study of advanced content area teaching methods and current research in mathematics education. Taken concurrently with Education 521.

EDUC 527 – Science Specialization (4)
Study of advanced content area teaching methods and current research in science education. Taken concurrently with Education 521.

EDUC 528 – Social Studies Specialization (4)
Study of advanced content area teaching methods and current research in social studies education. Taken concurrently with Education 521.

EDUC 529 – Special Education Specialization (4)
Study of advanced content area teaching methods and current research in special education. Taken concurrently with Education 521.

EDUC 530 –Masters Research (3)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program, Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12. Implementation of action research project in an elementary school classroom and final preparation of a research project. Field experience required.

EDUC 535: Advanced Pedagogy (8)
Prerequisite: Admission to the Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12. Advanced study of theory, research, and practice as it relates to planning, instruction and assessment in the secondary and PreK-12 classroom. Field experience required.

EDUC 539 – Elementary Graduate Internship Seminar (1)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Co-requisite: EDUC 540. Students meet to discuss internship work and experiences, hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education now working as teachers, review and update internship assignments and expectations, and develop portfolios.

EDUC 540 – Initial Licensure Internship (12)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program, Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12. Co-requisite for Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12. Orientation to teaching under the direction of cooperating teachers in the public schools.

EDUC 541: Secondary and PreK-12 Graduate Internship Seminar (1)
Prerequisite: Successful completion of the first semester graduate coursework and field experience in the Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12. Co-requisite for Master of Education Initial Licensure 5-year Pathway: Secondary or Master of Education Initial Licensure 5-year Pathway: PreK-12 students is EDUC 540: Initial Licensure Internship. Students meet to discuss internship work and experiences, hear from guest speakers including public school personnel and graduates.

INSTRUCTIONAL DESIGN AND TECHNOLOGY (INDT)

INDT 501 – Instructional Technologies (3)
This course provides an overview of the design, development, integration, and evaluation of instructional technologies and associated instructional strategies. Ethical and legal issues, communicating and accessing information, evaluating hardware/software, and meeting the needs of diverse learners are reflected in course projects. Students develop a digital portfolio of artifacts that demonstrates attainment of technology skills and implementation of theories of learning related to the integration of technology to improve performance. The competencies addressed reflect State (TSIP),

national standards (NETS, ISTE), and/or standards established by the American Society of Training and Development (ASTD).

INDT 510 – Foundations and Theories of Instructional Design and Technology (3)
This course explores the field of instructional design and technology and focuses on the development of an awareness and understanding of the theories and philosophies in the discipline. The course also prepares students to assume leadership roles as instructional designers in learning organizations. Students explore the instructional system design approach, the history and evolution of educational technology as well as foundations, theories, trends, and current issues in the field of instructional design.

INDT 521 – Information Literacy in the Digital Age (3)
This course provides students with opportunities to develop and use a wide variety of electronic information resources in order to increase their understanding, knowledge, and skills in information literacy. Students define a framework for understanding the retrieval, organization, evaluation, presentation, and use of digital information in a global environment. Students acquire a working knowledge of information resources to assist in performance development and research activities. This course ensures, through courseembedded applications, that students are effective users of information and are prepared to take leadership roles in various environments by critically evaluating the usefulness and validity of different types of digital resources.

INDT 522 – Distributed Learning and Collaboration (3)
This course examines the historical perspectives, theoretical framework, and practical issues surrounding distributed learning and explores current and emerging trends relative to learning organizations. Instructional strategies for designing, facilitating, and managing online learning are reviewed with emphasis on instructing, interacting, and providing feedback. Online learning communities and communities of practice are also analyzed. Students design and develop interactive online instructional modules for a targeted audience in a distributed learning environment.

INDT 530 – Instructional Design and Technology (3)
This course examines the systems design process for various learning environments. Students explore the design, development, and evaluation of instructional materials. Emphasis is placed on effective planning, developing, evaluating, and managing the instructional process. Students use the instructional systems design process, learning theories, instructional methods, and tools to evaluate performances. Cognitive task analysis is implemented to determine instructional content, to develop instructional goals and product specifications, and to create a prototype of instructional products.

INDT 531 – Emerging and Assistive Technologies (3)
This course explores emerging and assistive technologies with appropriate application of learning theories. Students investigate and analyze innovative instructional technologies to determine their value in learning environments. Assistive technology and its application within instructional programs to assist those with disabilities are examined. Students identify legislation, theory, and best practices associated with technology-based instruction and information as it relates to emerging and assistive technologies.

INDT 532 – New Media Design (3)
This course examines interactive design through theory and practice. The instructional systems design approach is used to develop new media to improve performance. Emphasis is placed on the analysis, design, development, production, and delivery of instruction using information and communications technology. New design paradigms and interactive technologies are explored. Focus is placed on creating meaningful learning experiences through interaction and interface design using emerging technologies.

INDT 533 – Visual Literacy and Design (3)
This course explores vision-competencies, image comprehension, and visual communication. Students analyze, apply, and create conceptual representations that promote knowledge acquisition. Students use visual learning research to design instruction to achieve performance objectives. Assessment strategies using visuals are explored to enhance the systematic design of instruction. Visualization principles, tools, formats, and theory are used to achieve enhanced cognitive processes.

INDT 534 – Alternative Sensory Input and Communication (3)

This course examines the use of assistive technology for communication and sensory input. Reasons and concepts behind the development of alternative sensory input and augmentative communication are discussed. Varying levels of technological solutions are presented and evaluated from economic and social perspectives. Demonstrations and hands-on experience with several products provide students with practical experience to complement the concepts presented in the course.

INDT 545 – Organizational Leadership in Educational Technology (3)
This course examines the current and future roles of technology leadership for exchanging and communicating information and enhancing learning environments in instructional settings. Technology is explored from a variety of organizational perspectives to include access, planning, budgeting, maintenance, and management of the instructional environment. Emphasis is placed on leading innovative technology applications within the learning organization.

INDT 547 – Special Topics in Instructional Design and Technology (1-6)
The topics in this course vary each semester and focus on current issues and evolving topics in the field of instructional design and technology.

INDT 557 – Workplace, Transition, and Environmental Issues in Assistive Technology (3)
This course surveys the issues and trends surrounding the use of assistive technology in the workplace. Hands-on demonstrations for a variety of products help students understand how assistive technology can increase productivity and independence. Environmental topics affecting the adoption and use of assistive technology in the workplace are presented. This course presents strategies for successful transitioning from one environment to another or for adapting to existing work or educational environments.

INDT 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with MBUS 558 and MMIS 558. Credit is awarded for only one of these.)

MASTER OF BUSINESS ADMINISTRATION (MBUS)

MBUS 501A – Organization Theory and Design (3)
This course studies organizational theory, the design dimensions and structure of organizations, and organizations as complex social systems. Included is the application of organizational theory concepts to new and emerging organizational structures. Particular attention is given to understanding the relationship between organizational structure, managerial action, and competitiveness.

MBUS 502 – Financial Decision Making for Managers (3)
Prerequisite: ACCT 201 or equivalent. This course focuses on financial decision making in business. Emphasis is placed on the application of financial data to a wide range of management decisions designed to develop a conceptual and analytical understanding of financial management. Topics include financial analysis, financial planning, financial investments and capital markets, security valuation techniques, working capital management fundamentals, and capital budgeting techniques.

MBUS 512 – Organizational Research and Assessment (3)
Prerequisite: BPST 316 or equivalent. Emphasis is on developing and executing basic research

designs to provide data for organizational problems and assessing organizational performance in a variety of areas such as customer satisfaction, market share, product quality, and employee job satisfaction. Topics include research design, data collection, data analysis and interpretation, and reporting research results.

MBUS 516 – Project Management (3)
This course provides a comprehensive overview of project management. The course addresses the framework, culture, principles, and,basic techniques of project management. The course reviews the general stages of a project and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis, and risk management, are introduced and used in student assignments. The elements of project management critical to the success of a project also are identified and explained. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in teams.

MBUS 517 – Organizational Behavior (3)
An examination of the principles and practices related to the effective management of organizational behavior from a line manager's perspective. The course examines the role of individual differences, perception, learning, motivation, leadership, communication, group dynamics, group and team dynamics, conflict, stress, and other factors that impact individual job performance and overall organizational performance in contemporary businesses, not-for-profits, and public sector agencies. Emphasis is placed on underlying causes of human behavior in organizations, and how to effectively manage behavior in work settings. Experiential exercises are used to enhance learning and integration of key management skills related to managing human behavior at work.

MBUS 518 – Budgeting and Finance in the Public Sector (3)
Prerequisite: ACCT 201 or equivalent. This course examines budgeting and financial policies and practices in the public and nonprofit management arena. Students gain an understanding of the role of finance in public and nonprofit organizations, the processes and methods relevant to fiscal health, and strategies related to constructing budgets and developing and capital improvement plans.

MBUS 521 – Human Resource Management and Development (3)
This course examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

MBUS 523 – Marketing Strategy (3)
Prerequisite: LRSP 412 or equivalent. This course is a study of marketing from a strategic management perspective. Emphasis is placed on marketing 'driving' the decision-making process, with strategic evaluation of internal (marketing mix) and external (competitive, economic, technological, social and government) forces affecting the firm. Critical evaluation beyond an introductory level is required.

MBUS 524 – Learning Organizations and Knowledge Management (3)
This course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

MBUS 525 – Visionary Leadership (3)
Prerequisite: LRSP 305 or LRSP 311 or equivalent. This course examines the theory, implications, and practical applications of contemporary leadership. Students are introduced to historical and contemporary leadership issues and theories, and the vital central role of leadership in managing and transforming organizations to meet the needs of the 21st century. Topics include leadership principles and their impact on organizational behavior, culture, motivation, group dynamics and team building, organizational structure, design, change, and development.

MBUS 526 – Organizational Change and Transformation (3)
This course examines models of organizational change and development, the key role of the leader as a change agent in organizations, and considers direct application of these models and this role in case situations. (Credit is not granted for both MBUS 522 and MBUS 526.)

MBUS 527 – Legal and Regulatory Environment of Public Administration (3)
Students in this course study the constraints

imposed on public administrators by law and judicial oversight. Topics include the legal basis and statutory framework for administrative agencies and actions in government, including federal and state constitutions.

MBUS 528 – Personnel Administration in the Public Sector (3)
This course studies current practices in managing human resources in public and nonprofit organizations. Topics include compensation, classification, affirmative action, performance appraisal, labor relations, unions, and legal decisions affecting personnel issues in the public sector.

MBUS 529 – Quantitative Business Modeling (3)
Prerequisite: BPST 316 or equivalent. Spreadsheet modeling of business activities, processes, and decisions. Topics include optimization and linear programming, network models, sensitivity analysis, regression analysis, time series models and forecasting, simulation models, queuing theory, and decision analysis. Extensive use of Microsoft Excel.

MBUS 531 – Designing, Implementing, and Evaluating Training Programs (3)
This course provides the tools and techniques necessary for planning, organizing, constructing, and evaluating a performance-based training program. Topics include assessing training needs, setting performance standards, instructional design, program delivery, and evaluation measures for improvement of instruction and program delivery.

MBUS 532 – Federal Procurement Policy and Practices (3)
This course covers the major topics in contract formulation, administration, termination, and performance assessment, including the laws regarding government contract formation. Subcontract administration, acquisition strategies, and ethical and legal aspects of procurement policies are emphasized.

MBUS 533 – Contract Performance and Evaluation (3)
Prerequisite: MBUS 532 or MBUS 583. This course covers contract performance and evaluation topics, such as administrative contracting officer duties and assignments, payments, and past performance. Ethical and legal aspects of contract performance are presented.

MBUS 534 – Pricing Contracts (3)
Prerequisite: BPST 316. This course covers cost and price analysis concepts and principles. It addresses current methodologies used in the development of cost analysis studies. Ethical and legal aspects of contract pricing are presented.

MBUS 535 – Negotiation and Persuasion (3)
This course is designed to broaden students' understanding of negotiation and interrelated processes (e.g., communication, persuasion) within and between organizations. Extensive in-class negotiations focus on various negotiation tools and techniques and in a variety of contexts (e.g., one-on-one, team-based, and global negotiations) to build negotiation skills and confidence. Ethical and legal aspects of negotiation are presented.

MBUS 537 – Contracting for Managers (3)
This course provides a general management overview of the contracting and procurement process. It emphasizes contracting and procurement's strategic role, its effect on organizational operations, the importance of the organization's internal and external linkages (e.g., supply chain), and performance risk sharing through type of contract selection. Ethical and legal aspects of contracting are presented.

MBUS 539 – Project Evaluation (3)
Prerequisite: MBUS 516. This course presents a variety of methods and theories for the financial and technological evaluation of a project. Topics include definition and evaluation of mutually exclusive alternatives, analysis of replacement, synergy analysis with existing operations, and considerations of size and risk of investments. Emphasis is given to the direct application of these theories and techniques using exercises and class discussion of business cases from different industries and organizations. A final comprehensive feasibility study of a real business dilemma serves as a capstone project for this course.

MBUS 542 – Intergovernmental Relations (3)
This course examines the relationships among federal, state, and local units of government. Topics include current trends, issues, judicial interpretations, and administrative actions involving intergovernmental relations.

MBUS 546 – Risk Management for Project Managers (3)
Prerequisite: MBUS 516. This course builds upon topics covered in MBUS 516 and

studies issues of risk for every stage of project management. Issues of impact, risk assessment, and quantitative and qualitative techniques to evaluate risk are discussed. This course also investigates the importance of contingency plans and proper filing systems.

MBUS 547 – Quality Management for Projects (3)
Prerequisite: MBUS 516. This course examines the evolution and scope of Total Quality Management (TQM) and its applications in project management. Topics include quality assurance and control as applied to the different stages of project management, the importance of quality statistical control and documentation, and the role of national and international certifications. A final comprehensive project conducted by students applies these principles and techniques to a real business setting.

MBUS 548 – Managerial Economics (3)
Prerequisite: LRSP 306 or equivalent. Students examine microeconomic theory with selected business applications. This course focuses on demand and supply analysis, cost and production functions, optimization techniques, pricing strategies, market structure, firm architecture, game theory and competitive strategy, and risk evaluation. Antitrust policies and other government regulations are also delineated and discussed. This course emphasizes the application of microeconomic analysis to find optimal solutions to managerial decision problems in a global environment.

MBUS 550 – Computer-Based Decision Support Systems (3)
This course explores the use of Decision Support Systems (DSS) within public and private organizations. Conceptual and practical discussions help students understand the design and use of these systems. Students explore commonly used DSS tools and the possible incorporation of these tools in different business environments. A simple decision support system is designed and developed during the course using a commercially available tool or programming language.

MBUS 554 – Management Risk Analysis with Computer Simulations (3)
Prerequisite: BPST 316 or equivalent. Students research how computer simulations are used for risk management in today's technology business environment. Computer simulation methodology and how it applies to risk management methodology is presented. Students are expected to execute several existing risk simulation models. Results from these models are used to rank identified risks, design and develop appropriate risk management strategies, and assess the overall effects on an organization.

MBUS 555 – Knowledge Management Systems (3)
This course examines the shift from transaction processing to technical, information, and application architectures. Methods for gathering, organizing, sharing, analyzing, and disseminating knowledge to the appropriate levels within the organization for better decision making are discussed in detail.

MBUS 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with INDT 558 and MMIS 558. Credit is awarded for only one of these.)

MBUS 566 – The U.S. Health Care System (3)
This course provides an overview of the U.S. health care delivery systems. The structure, organization, governance, and process of heath care are introduced. A systems framework is used to provide a theoretical, as well as a practical basis, in order to explore the sub-systems of public, private, and social elements that impact the U.S. health system and provide the context for the future course work.

MBUS 567 – Health Care Economics (3)
Prerequisite: LRSP 306. This course covers the basic economics of health care including, but not limited to: demand for health insurance, moral hazard, health as an investment, technological change, occupational entry, supply of physician services, and the competing objectives of agents in the health care marketplace. The role of insurance as a risk-sharing device is explored, along with its implications for pricing and health care utilization.

MBUS 568 – Health Care Accounting and Financial Management (3)
Prerequisites: ACCT 201. This course focuses on applying financial management concepts to health care organizations. It is intended to provide an overview of important financial concepts, issues, tools, and vocabulary useful both for policy makers and administrators. The effect of health care payment systems is analyzed. Students learn to read and evaluate financial information in the context of the health care environment. This course assumes familiarity with Excel or an equivalent spreadsheet package.

MBUS 569 – Health Care Policy and Legislation (3)
Prerequisite: MBUS 566. This course provides an understanding of the broad context of health policy and legislation and its effect on the planning, delivery, and financing of health services. It looks at the way health policies and laws are formulated, enacted, and enforced. Ethical principles and issues are also explored.

MBUS 570 – Special Topics (1-3)
Prerequisite: Topic dependent. Selected topics reflect faculty specialization or program needs. A special topics course provides opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

MBUS 584 – Policy Development, Analysis, and Implementation (3)
Prerequisites: Completion of 6 graduate credits from the public administration concentration, or permission of the faculty advisor. This course examines the process by which public policies are formulated, implemented, and evaluated. Topics include analysis of program objectives, evaluation methodologies, and the administration of evaluation systems.

MBUS 591 – Directed Study (1-3)
Prerequisite: Permission of faculty advisor. This is an individual study under faculty direction on a topic of relevance to the MBA program.

MBUS 595 – Strategic Management (3)
This capstone, integrative course for the MBA program examines the complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formulation, implementation, and evaluation. Emphasis is placed on thinking strategically about management issues, problems, and decisions from the perspective of the total organization, and how the organization 'fits' within its environment to ensure long-term survival and success. (Must be taken during final semester of enrollment in the program.)

MBUS 599 – Internship (1-6)
Prerequisites: Current enrollment as a degree-seeking student in the MBA program, completion of at least six credits in the MBA program, a minimum GPA of 3.0, and approval of the faculty advisor. The Professional Experiences and Networking Program (PEN) offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MMIS)

MMIS 500 – Management Information Systems (3)
This course explores the concept of managing information systems and related information technologies (IS/IT) as a part of a broader socio-technical system and their impacts on people and processes that extend well beyond organizational boundaries. Included are more subjective and debatable issues associated with IS/IT. Accordingly, critical thinking is an important part of this course and is essential for an analysis and understanding of important issues associated with the management aspects of information systems.

MMIS 505 – Information Systems Analysis and

Design (3)
This course explores the functions and methods of systems analysis and design from a theoretical, practical, and managerial perspective. Students use analysis and design techniques in real-world settings, compare methods, tools, and techniques, manage real or simulated IS projects throughout the development life cycle, and participate in the prototyping and rapid application development of an information system. This course culminates with a research project in an area that demands rethinking of traditional practices.

MMIS 515 – Information Technology Project Management (3)
This course covers the theory of project management including planning, budgeting, scheduling, resource allocation, monitoring techniques, evaluation, and quality assurance. Case studies and journal articles demonstrate current use of these concepts in organizations heavily dependent on information technology. Project management tools are used in class projects and research to demonstrate the use and applicability of support systems throughout the life of a project.

MMIS 531 – Managing and Leading the Information Technology Workforce (3)
The history of management and leadership throughout the evolution of the information worker gives students a basis from which to build their knowledge and perspectives. Leadership and management styles are discussed in relation to effective management of information technology workers. Emphasis is placed on the expansion and growth of virtual work environments and how they affect management and leadership. Related topics include the effects of organizational culture and the importance of communication.

MMIS 532 – Enterprise Information Systems (3)
This course introduces students to key strategies and technologies involved in enterprise information systems. Topics include concepts of incremental change, business process redesign, and reengineering. Top down and bottom up design approaches are studied with respect to successfully matching systems with organizational structure. Students analyze the strategic fit between information system design and organization structure, understand the methods through which organizational processes are derived and mapped, comprehend the elements, modules, and integration of an ERP package, and use analytical tools and strategies to solve real-world business application cases.

MMIS 533 – Management of Information Technology Outsourcing (3)
This course introduces management aspects of information technology outsourcing and discusses trends, models, and implications of outsourcing in relation to a variety of business perspectives and concerns including customer satisfaction, ethical issues, benefits, risks analysis, economic advantage, partnerships, competition, strategic management, and international challenges. Other topics include adoption, innovation, business process outsourcing, evolving role of IT outsourcing, outsourcing as a catalyst for change, and linkage between IT outsourcing and business strategy.

MMIS 534 – Business Database Systems (3)
This course introduces students to database management systems and practical issues to support the design and implementation of databases in business applications. Topics include data modeling, relational model, query languages, web-based database, current/emerging technologies, data mining, and warehousing. Additionally this course includes data communication and technology with focus on managerial decisions and applications.

MMIS 535 – Strategic Management of Information Systems and Innovation (3)
This course investigates strategies for information systems innovation and management, and provides conceptual frameworks for the development and evaluation of information systems management strategies. It also examines concepts of analyzing strategic applications, and planning as it relates to information systems management strategy and the interface with organizational strategies. (Credit is not awarded for both MBUS 556 or MMIS 530 and MMIS 535.)

MMIS 540 – Computer Information Security (3)
This course equips students with a sound knowledge of the underlying principles of information security and provides them with the skills needed to analyze and evaluate information security problems, intrusion detection, firewalls, operational security, physical security, legal issues, steganography, and Internet security. Students explore security

policies and models, cryptography, security in distributed systems, malware prevention, and disaster recovery techniques. An emphasis is placed on current issues, future directions, and research areas. This course provides a broad overview of the threats to the security of information systems, responsibilities, and basic tools. A research paper or project is required. (Credit is not awarded for both MMIS 540 and CIST 440.)

MMIS 541 – Network Security and Cryptography (3)
Prerequisite: MMIS 540 or equivalent. This course covers areas such as fundamentals of network security, security threats and vulnerabilities, viruses, cryptography, digital signatures, and key certification and management. Other topics include access control, authentication, intrusion detection, firewalls and virtual private networks. Wireless and mobile network security is covered in detail. A research paper or project is required. (Credit is not awarded for both MMIS 541 and CIST 441.)

MMIS 542 – Security Policy, Planning, and Assurance (3)
Prerequisite: MMIS 540 or equivalent. This course covers policy, legal systems, ethical issues, physical security, disaster recovery, business continuity issues, and risk in information systems. Topics also include maintenance of essential business processes following a disaster, restoration of systems, assurance, and building systems with formal evaluation methods. A research paper or project is required. (Credit is not awarded for both MMIS 542 and CIST 442.)

MMIS 543 – Computer Forensics (3)
Prerequisite: MMIS 540 or equivalent. This course introduces the student to computer forensics, use of technology to obtain evidence for court depositions and cases, responses to a variety of incidents in their organizations, and tools with hands-on approaches to solving a variety of incidents. This course teaches students how intruders breach the infrastructure, how to identify compromised systems, and approaches for developing remedies for such breaches. Topics include file creation, modification, access, downloads, and communications. A research paper or project is required. (Credit is not awarded for both MMIS 543 and CIST 443)

MMIS 544 – Ethical Hacking and Malware Analysis (3)
Prerequisite: MMIS 540 or equivalent. This course introduces students to penetration testing methods that can be used in an ethical hacking situation; students learn in interactive environments where they scan, test, hack and secure their own systems, and gain experience with essential security systems. Topics include perimeter defenses, scanning and attacking of students' networks, escalating privileges, and steps to secure a system. Students learn about intrusion detection, policy malware, DoS and DDoS attacks, buffer overflows and virus creation. A research paper or project is required. (Credit is not awarded for both MMIS 544 and CIST 444.)

MMIS 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with INDT 558 and MBUS 558. Credit is awarded for only one of these.)

MMIS 570 – Special Topics (1-3)
Prerequisite: Topic dependent. Selected topics reflect faculty specialization or program needs. This purpose of this course is to offer current and emerging topics of interest in the area of management information systems. May be repeated for credit with a change in topic and instructor permission.

MMIS 590 MIS – Research Project (3)
Prerequisites: All core courses except MMIS 591. Students select, propose, and

write a research paper on a topic related to managing information systems in today's business environment, public or private. Research is to be conducted using proven academic research methods, including data collection from actual field observations and substantiated with current literature reviews. The course culminates with an oral presentation accompanied by visual displays and research project paper.

MMIS 591 – MIS Externship (3)
Prerequisites: All core courses except MMIS 590. Students are required to locate and study an actual information systems problem within an existing organization. The student is expected to analyze the system and design a solution using current system analysis and design techniques. After obtaining appropriate permission from the organization under review, students observe and possibly participate in the organization's processes related to the area under study. Students develop a final report consisting of the requirements, design, development, and implementation for the proposed solution. The course culminates with an oral presentation accompanied by visual displays of the problem and proposed solution.

SECONDARY MATHEMATICS (MAED)

MAED 501 – Calculus for Teachers (3)
A presentation of key areas of calculus for those who have taken at least two semesters of calculus in the past. Topics include limits, derivatives, antiderivatives, volumes of rotation, natural logarithm and exponential functions, inverse trigonometric functions, techniques of integration, sequences, and infinite series. Graphing calculators are used.

MAED 502 – Analysis for Teachers (3)
A theoretical study of the calculus of sequences, and of the complex number system. Topics may include sets and operations on sets, equivalence and countability, least upper bounds, limits of sequences including limit superior and limit inferior, Cauchy sequences, complex number arithmetic, moduli, conjugates, polar form, and roots of complex numbers.

MAED 510 – Linear Algebra for Teachers (3)
A systematic study of solutions of linear equations in several variables. Emphasis is placed on computational techniques and the geometric interpretation of solutions. Matrices are introduced as the primary tool for solving linear systems, and the relevant properties of matrix algebra are developed accordingly. Calculators and computer software are used in problem solving.

MAED 520 – Discrete Mathematics for Teachers (3)
A survey of advanced topics in discrete mathematics with an emphasis on real world applications. Topics include permutations, combinations, and other forms of enumerative combinatorics; combinatorial and statistical designs; theory and application of graphs; and topics in error-correcting codes and cryptography.

MAED 530 – Probability and Statistics for Teachers (3)
An overview of probability theory and statistics including probability distributions of discrete and continuous random variables, functions of random variables, and statistical inference. Topics may include sampling methods, regressional analysis, and ANOVA. Emphases are placed on topics that prepare teachers to read and understand educational research and design their own research studies. Graphing calculators and computer software are used to analyze and display data.

MAED 540 – Teaching Mathematics in Middle and Secondary Schools (3)
Methods of teaching and assessing the middle school and high school mathematics curriculum and an examination of the current research on the learning and teaching of mathematics. Topics include a review of the history of mathematics education, a comparison of behaviorist and constructivist models of learning and teaching mathematics, and an investigation of the use of appropriate technology and other instructional materials.

MAED 547 – Special Topics in Mathematics for Teachers (1-6)
This course is designed to address topics in mathematics or mathematics education that are of particular interest to students and faculty. Each topic aims at giving teachers a better understanding of mathematics content and/or pedagogy to enhance their instructional practices.

MAED 550 – History of Mathematics (3)
An overview of the history of mathematics from the time of ancient Egyptians and Babylonians to modern day. Special emphasis is placed on the history of the development of mathematical topics pertinent to the middle school and high school curriculum.

MAED 560 – Geometry for Teachers (3)
The development of Euclidean and various non-Euclidean geometries from axiomatic systems. Topics may also include construction problems and geometrical transformations with the use of "Geometer's Sketchpad" software. Emphasis is placed on developing an in-depth understanding of those topics in the middle and high school geometry curriculum.

MAED 570 – Algebra and Number Theory for Teachers (3)
A study of the ways in which the ideas of number theory and algebraic structures underlie the topics in the middle and high school mathematics curriculum. Topics include a theoretical study of number systems and selected concepts from groups, rings, fields, and vector spaces. Graphing calculators, computer algebra systems, and spreadsheets are used to explore algebraic and number theory concepts.

MAED 580 – Mathematical Modeling for Teachers (3)
The course develops skills in mathematical modeling through practical experience, focusing on specific projects involving real-life problems that are accessible to students' existing mathematical backgrounds. Development, analysis, and evaluation of mathematical models for physical, biological, social, and technical problems are completed using differential and difference equations, with both analytical and numerical solution techniques incorporated.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

TESL 500 – Introduction to English Linguistics (3)
This course provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics include pronunciation patterns, vocabulary and word formation, sentence and discourse structures, meaning, language change, dialects, and language acquisition.

TESL 502A – Sociolinguistics and Cross-Cultural Communication (3)
This course is an introduction to the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups, with special attention to cultural differences. Other topics discussed are dialects, language change, bilingualism, and classroom discourse.

TESL 510 – Applied English Phonetics and Phonology (3)
Prerequisite: TESL 500 or permission of instructor. This seminar offers an in-depth analysis of the pronunciation patterns and sound-spelling relationships in American English, with emphasis on the implications for teaching English reading, writing, and pronunciation to speakers of other languages.

TESL 511A – Applied Linguistics: Grammar and Meaning (3)
This course deals with how the grammatical structure of English interacts with both written and spoken linguistic functions. The focus is on those aspects of English grammar and meaning that pose particular problems for the second language teacher and learner. The course offers essential preparation for those teaching usage to native speaking students.

TESL 512 – Second Language Acquisition (3)
Prerequisite: TESL 500 or permission of instructor. This seminar offers an in-depth understanding of the acquisition process through theory and research. Variables discussed include learner characteristics, native language, and learning environments, and their effects on second language acquisition. The course also covers first language acquisition and bilingualism.

TESL 513 – Special Studies in Linguistics and Language Learning (3)
Prerequisite: TESL 500 or permission of instructor. This course offers a focused study of topics of special interest and importance in language teaching and learning.

TESL 514 – Cross-Cultural Education (3)
This course offers an overview of the effects of socio-cultural variables on teaching, learning, and communication in culturally-diverse educational settings. It covers the characteristics and educational needs of nonnative speaking students as well as those of native speaking ethnic minorities.

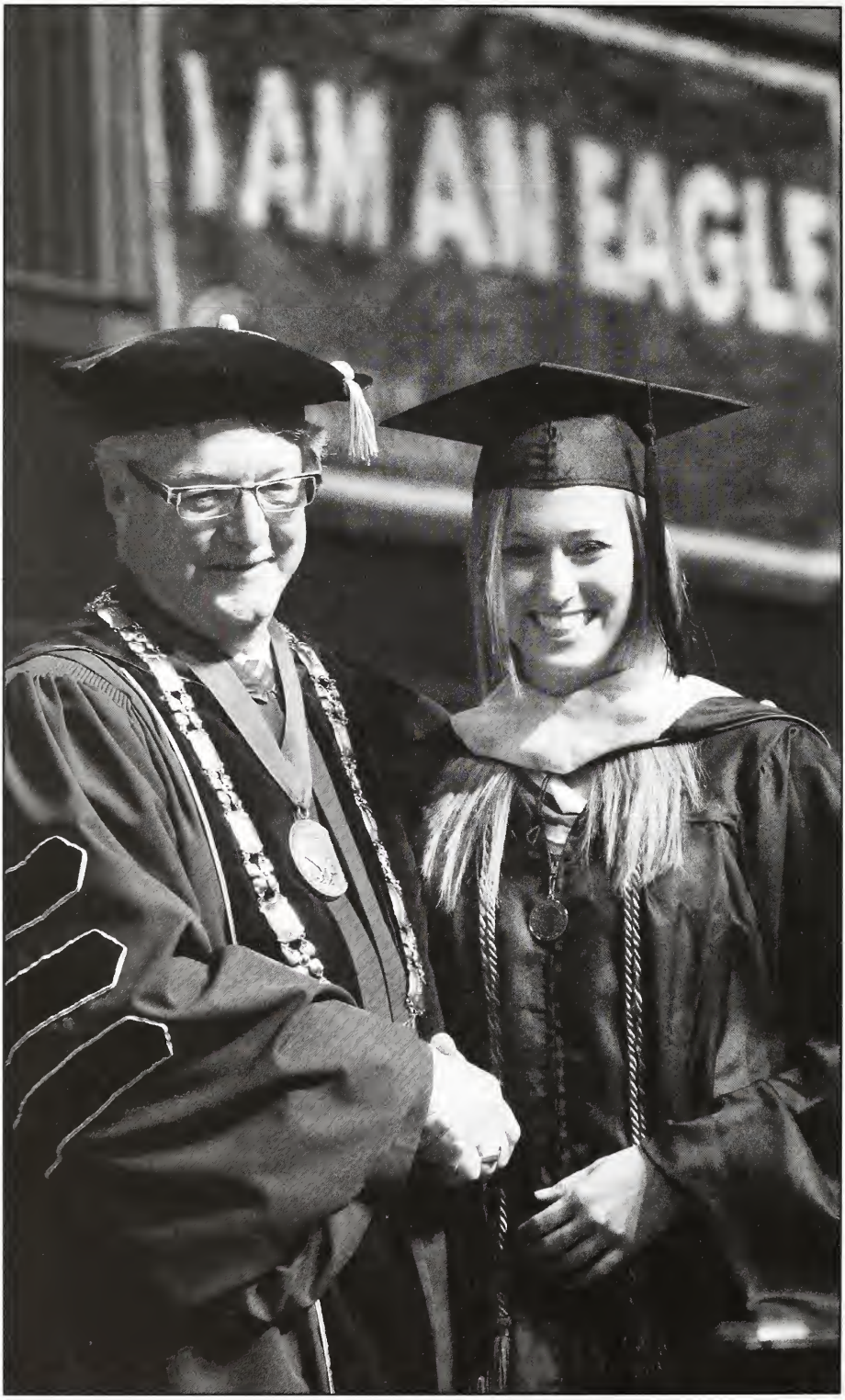
TESL 515 – ESL Literacy Strategies: PreK-12 (3)
Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners. The emphasis is on language acquisition, linguistic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. It explores strategies that will scaffold literacy development for ELLs, including process writing, questioning skills, and literal, critical and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate. Field experience required.

TESL 530 – Second Language Methods: Literacy and Language Skills (3)
This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second-language acquisition theory. The emphasis is on techniques for lesson design, literacy, content-based language instruction, and integrating components of communicative competence in the second language classroom.

TESL 531 – ESL Curriculum, Assessment, and Leadership (3)
Prerequisite: TESL 530 or permission of instructor. This course provides practical, in-depth coverage of current approaches and research-based trends in teaching English language learners from PreK to adult. Topics emphasized include development of curricula for content-based language instruction, development of summative and formative assessments in a standards-based program, and strategies for effective teacher collaboration. It also covers skills for reflective practice and classroom research, evaluation of materials and technology for language learning, and advocacy for culturally and linguistically diverse students.

TESL 532 – Differentiated Instruction Across the Curriculum for English Language Learners (3)
This course provides an introduction to effective strategies for differentiating instruction for English language learners (ELLs) in the mainstream classroom. It examines the effects of policy and practice on students from culturally and linguistically diverse backgrounds. Among the topics addressed are: current research on cultural and cognitive learning style, socio-cultural contexts of teaching and learning, differentiated instruction for reading, writing, and language acquisition across the curriculum, and socio-cultural influences on subject-specific learning. The course also reviews performance-based classroom assessment relative to standards-based assessment and examines the implications that standards-based teaching has on the classroom and school environment for ELLs.

TESL 535 Individual Practicum (2 credits)
Prerequisite or corequisite: TESL 530. This course provides practical experience for students enrolled in the Graduate Certificate in Teaching English as a Second or Foreign Language. The course requires a minimum of 25 on-site hours involving systematic observation of and supervised teaching in an ESL classroom outside of the PreK-12 setting. Students will work individually with a faculty member to create a teaching portfolio as the capstone project for the Certificate.


I AM AN EAGLE

DIRECTORY

THE CORPORATION

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THE 2011–2012 OFFICERS OF THE VISITORS

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Hon. Pamela J. White ..... Vice Rector
Ms. Patricia B. Revere ..... Secretary

THE VISITORS OF THE UNIVERSITY, 2011–2012

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Mr. Randall R. Eley ..... Springfield, Virginia
Mr. Joseph W. Grzeika '83 ..... King George, Virginia
Hon. Dorcas R. Hardy ..... Spotyslvania, Virginia
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Mrs. Martha K. Leighty '75 ..... Richmond, Virginia
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Mr. Daniel K. Steen '84 ..... Arlington, Virginia
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Mr. Joseph R. Wilson ..... Fredericksburg, Virginia

Mr. Martin A. Wilder, Jr. ..... *Clerk To The Board of Visitors*

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PRESIDENT

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B.S., Richard Stockton College;
M.A., Central Michigan University

Martin A. Wilder, Jr. ..... *Chief of Staff*
B.A., M.Ed., Ed.D., University of Virginia

Leah K. Cox..... *Special Assistant to the President for Diversity and Inclusion*
B.A. Western Maryland College; M.S., University of Arizona;
Ph.D., University of Maryland

ACADEMIC AFFAIRS

Ian D.C. Newbould..... *Interim Provost*
B.A., University of Western Ontario (Canada);
M.A., University of Guelph (Canada);
Ph.D., University of Manchester (England)

John T. Morello..... *Associate Provost for Academic Affairs*
A.B., The College of William and Mary; M.A., Northern Illinois University;
Ph.D., Wayne State University

Taiwo Ande ..... *Assistant Provost for Assessment*
B.S., M.S., University of Ibadan (Nigeria);
MBA and MISM, DeVry University; Ph.D., Indiana State University.

Rosemary Arneson ..... *University Librarian*
B.A. University of Georgia; M.Ln., Emory University;
Ph.D., University of Maryland

Esther L. Yook ..... *Director of the Speaking Center*
B.A., Ewha Women's University; M.A., Hankuk Graduate School of
Simultaneous Interpretation; M.A., University of Nebraska
Ph.D., University of Minnesota

Gwen N. Hale..... *Writing Center and Writing Program Director*
B.A., M.A., East Tennessee State University;
Ph.D., Middle Tennessee State University

James Groom ..... *Director, Division of Teaching and Learning Technologies*
B.A., University of California at Los Angeles

Mary A. Kayler ..... *Director, Center for Teaching Excellence and Innovation*
B.S. State University of New York at Oswego;
M.S., Ph.D., Syracuse University

COLLEGE OF ARTS AND SCIENCES

Richard Finkelstein.....*Dean of the College of Arts and Sciences*
B.A., Williams College; M.A., Ph.D., University of Chicago

P. Anand Rao.....*Associate Dean, College of Arts and Sciences*
B.A., M.A., Ph.D., University of Pittsburgh

Ana G. Chichester.....*Director, Bachelor of Liberal Studies Program*
B.A., Mary Washington College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Virginia

Kevin P. Bartram .....*Director of the Orchestra*
B.M., Northwestern University; M.M., University of Missouri at Columbia; Ph.D., Shenandoah Conservatory

David S. Berreth .....*Director of Belmont*
B.A., Bowdoin College; M.A., Syracuse University

Scott A. Harris .....*Director, James Monroe Museum and Memorial Library*
B.A., Mary Washington College; M.A., The College of William and Mary

Margaret Anne Timpano.....*Director of University Galleries*
B.A., The College of William and Mary; M.A., The George Washington University

COLLEGE OF BUSINESS

Lynne D. Richardson.....*Dean of the College of Business*
BBA, University of Montevallo; MBA, University of Alabama at Birmingham; Ph.D., University of Alabama

Sallie Washington Braxton .....*Associate Dean, College of Business Advising*
B.A., University of Mary Washington; M.Ed., Virginia State University

Janet J. Cropp .....*Assistant Dean of Advising Services*
BLS, MBA, University of Mary Washington

Kimberley L. Kinsley .....*Associate Dean for Operations and Outreach*
B.S., University of Maryland; M.A., J.D., University of Detroit

Kenneth D. Machande.....*Associate Dean for Faculty*
A.A., University of Maryland; BLS, Mary Washington College; MBA, Albany State University

COLLEGE OF EDUCATION

Mary L. Gendernalik-Cooper ..... *Dean of the College of Education*
B.A., James Madison College of Michigan State University;
MAT, Ph.D., Wayne State University

Constance A. Gallahan..... *Assistant Dean, College of Education Advising*
B.S., Longwood College; M.S., University of Tennessee

Adria R. Hoffman.....*Director of Clinical Experiences and Partnerships*
B.S., University of Maryland; M.Ed., University of Virginia;
Ph.D., University of Maryland

ENROLLMENT AND STUDENT SERVICES

Fred A. Pierce, III.....*Associate Provost for Enrollment Management and Student Services*
B.A., University of North Carolina, Charlotte; M.S., University of Tennessee

Kimberly Johnston..... *Dean of Admissions*
B.A., University of Dallas; M.A., University of Maine

Rita F. Dunston.....*University Registrar*
B.S., Norfolk State University; M.S., Old Dominion University

JoAnn M. Schrass ..... *Associate Dean of Academic Services*
B.S., Averett College; M.S., George Washington University;
Ph.D., George Mason University

Gary F. Johnson .....*Director of Career Services*
B.S., M.S., University of Tennessee

Jose A. Sainz.....*Director, Center for International Education*
B.A., Universidad de Deusto (Spain); M.A., West Virginia University; Ph.D., University of Maryland

ADMINISTRATION AND FINANCE

Richard R. Pearce..... *Vice President, Administration and Finance*
B.S., Virginia Polytechnic Institute & State University;
MBA, Radford University

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B.S., MPA, Virginia Commonwealth University;
J.D., The College of William and Mary

Alllyson P. Moerman, CPA, CITP, CGFM.....*Associate Vice President for Finance and Controller*
B.S., George Mason University

Erma A. Baker .....*Assistant Vice President for Business Services*
B.A., Mary Washington College

John P. Wiltenmuth III ..... *Associate Vice President for Facilities Services*
BSME, U.S. Naval Academy;
MPA, Virginia Polytechnic Institute & State University

Paul C. Messplay.... *Executive Director, Office of Budget and Financial Analysis*
B.A., MPA, Virginia Commonwealth University

Justin Webb ..... *Acting Chief Information Officer*
B.S., Mary Washington College

STUDENT AFFAIRS

Douglas N. Searcy ..... *Vice President for Student Affairs*
B.A., Mars Hill College; M.Ed., University of South Carolina; Ph.D.,
University of Nebraska

Cedric B. Rucker ..... *Dean of Student Life*
B.A., Mary Washington College; M.A., University of Virginia

Eddie L. Perry ..... *Chief of University Police*
B.S., Virginia Union University

Christina J. Eggenberger ..... *Director of Service*
B.A., Christopher Newport University; M.A., University of Delaware

P. Thomas Riley ..... *Director of the Health Center and University Physician*
B.A., University of Virgnia; M.D., Virginia Commonwealth University

Nicole A. Surething..... *Director of Counseling and Psychological Services*
B.A., College of Saint Rose;
M.S., Ph.D., State University of New York at Albany

Kenneth D. Tyler ..... *Director of Athletics*
B.A., M.A.Ed., The College of William and Mary

ADVANCEMENT AND UNIVERSITY RELATIONS

Salvatore M. Meringolo ..... *Vice President for Advancement and University Relations*
B.A., State University of New York at New Paltz;
MLS, State University of New York at Albany; MBA, Iona College

Ken L. Steen..... *Associate Vice President for Development*
B.A., Wofford College

Anna B. Billingsley..... *Associate Vice President for University Relations*
B.A., The College of William and Mary; M.A., American University

Nina C. Thompson..... *Assistant Vice President for Stewardship and Operations*
B.A., Blackburn College; M.A., University of Missouri

CENTER FOR ECONOMIC DEVELOPMENT

Meta R. Braymer ..... *Vice President for Economic Development*
B.A., Maryville College; M.A., Ohio State University;
Ph.D., University of Tennessee

Mark J. Safferstone ..... *Executive Director, Center for Professional Development and the Dahlgren Campus*
B.Ed., M.Ed., University of Miami; MBA, University of Mary Washington;
Ph.D., Vanderbilt University

Brian J. Baker ..... *Executive Director, Small Business Development Center*
B.A., MBA, University of Mary Washington

GRADUATE FACULTY

This listing includes those faculty qualified to teach graduate courses in the programs offering graduate course work.

Laurie B. Abeel, *Associate Professor of Education (2003, 2006)*
B.S., The Pennsylvania State University; M.Ed., Ph.D., University of Virginia

Elaine M. Asper, *Assistant Professor of Finance (2007, 2007)*
B.A., University of Minnesota; MBA, New York University; Ph.D., University of Alabama

John P. Broome, Assistant Professor of Education (2008, 2011)
B.A., The College of William and Mary; M.Ed., George Mason University

Raul A. Chavez-Negrete, *Associate Professor of Management (2003, 2007)*
B.S., Catholic University of Guayaquil, Ecuador; M.S., Oregon State University; DBA, University of Sarasota

Wei Chen, *Assistant Professor of Management (2009, 2010)*
B.A., Xiamen University, China; M.S., Ph.D., Texas Tech University

Courtney M. Clayton, *Assistant Professor of Education (2009, 2009)*
B.A., University of Pennsylvania; M.A., University of San Francisco; Ph.D., Boston College

Teresa L. Coffman, *Associate Professor of Education (2004, 2007)*
B.A., Hood College; M.A., San Francisco State University; Ph.D., Capella University

Janine Schank Davis, *Assistant Professor of Education* (2012, 2012)
B.A., Virginia Polytechnic Institute & State University; M.Ed., Boston College; Ph.D., University of Virginia

Galen F. deGraff, *Professor of Management (1994, 2007)*
B.S., MBA, University of Virginia; Ph.D., The George Washington University

Beverly D. Epps, *Associate Professor of Education (2005, 2005)*
B.S., M.Ed., Ph.D., University of Virginia

R. Leigh Frackelton, Jr., *Professor of Law and Taxation (1986, 1998)*
B.A., Washington & Lee University; J.D., University of Richmond; MLT, The College of William and Mary

Christopher A. Garcia, *Assistant Professor of Quantitative Business Methods (2011, 2011)*
B.S., Old Dominion University; M.S., Nova Southern University; M.S., Florida Institute of Technology; Ph.D., Old Dominion University

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Note: *Dates in parentheses indicate year of appointment to staff and year when present rank and/or title was attained. This listing includes all full-time, continuing teaching faculty of the University of Mary Washington as of June 1, 2012.*

Mary L. Gendernalik-Cooper, *Professor of Education (2010, 2010)*
B.A., James Madison College of Michigan State University; MAT, Ph.D., Wayne State University

Roberta A. Gentry, *Assistant Professor of Education* (2012, 2012)
B.A., Mary Baldwin College; M.T., University of Virginia; Ph.D., Virginia Commonwealth University

G. Robert Greene, *Senior Lecturer in Management (2004, 2008)*
BBA, MBA, University of Georgia; Ph.D., Georgia State University

Alan G. Heffner, *Professor of Management (1999, 2001)*
B.A., Sonoma State University; M.A., California State University at Chico; MBA, York College of Pennsylvania; Ph.D., Purdue University

David L. Henderson, III, *Assistant Professor of Accounting (2011, 2011)*
B.A., Mary Washington College; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Virginia

Norah S. Hooper, *Professor of Education (2001, 2010)*
B.A., St. Mary's College; M.S., State University of New York at Cortland; M.Ed., University of North Carolina at Chapel Hill; Ph.D., George Mason University

Suzanne G. Houff, *Professor of Education (2000, 2009)*
B.S., Longwood College; M.Ed., Virginia Commonwealth University; Ed.S., The George Washington University; Ph.D., Old Dominion University

Daniel J. Hubbard, *Associate Professor of Accounting (1999, 2006)*
A.B., Georgia State University; B.S., Georgia Institute of Technology; M.A., Middlebury College; M.Acct., Ph.D., Virginia Polytechnic Institute & State University

Jane L. Huffman, *Associate Professor of Education (2007, 2007)*
B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute & State University

Michael S. Lapke, *Assistant Professor of Management Information Systems (2012, 2012)*
B.S., M.S., University of North Florida; Ph.D., Virginia Commonwealth University

Louis A. Martinette, *Associate Professor of Marketing (2003, 2008)*
B.S., Old Dominion University; MBA, Golden Gate University; DBA, Ph.D., Nova Southeastern University

Venitta C. McCall, *Professor of Education (1980, 2005)*
B.S., Niagara University; MBA, University of North Florida; Ed.D., Virginia Polytechnic Institute & State University

George R. Meadows, *Professor of Education (1997, 2003)*
B.S., Marshall University; M.S., Emory University; Ed.D., West Virginia University

Margaret A. Mi, *Professor of Management (1989, 2002)*
BBA, MBA, Eastern New Mexico University; Ph.D., Virginia Commonwealth University

H. Nicole Myers, *Associate Professor of Education (2005, 2008)*
B.A., Ph.D., George Mason University; M.Ed., University of Virginia

Kavatus R. Newell, *Associate Professor of Education (2005, 2009)*
B.A. Loyola University of New Orleans; M.Ed., Xavier University of Louisiana; Ph.D., University of Southern Mississippi

Larry W. Penwell, *Professor of Management and Psychology (1989, 2003)*
B.A., M.A., Ph.D., University of Cincinnati

T. Nicole Phillips, Assistant Professor of Management (2012, 2012)
B.S., MBA, Florida A&M University; Ph.D., University of Central Florida

Tamie Pratt-Fartro, *Assistant Professor of Education (2009, 2010)*
B.S., Michigan State University; BLS, Mary Washington College; M.A., Virginia Polytechnic Institute and State University; Ph.D., George Mason University

Patricia E. Reynolds, *Assistant Professor of Education (2003, 2007)*
B.A., College of Notre Dame; MATL, University of Southern Mississippi, Ph.D., Northcentral University

Marie P. Sheckels, *Professor of Education and Mathematics (1981, 1999)*
B.A., Saint Mary's College; M.A., The Pennsylvania State University; Ph.D., University of Maryland

Mukesh Srivastava, *Associate Professor of Management Information Systems (2004, 2009)*
B.S., Garhwal University, India; MBA, Jackson State University; DBA, University of Surrey, United Kingdom

Jo Tyler, *Professor of Linguistics and Education (1999, 2009)*
B.A., Michigan State University; M.Ed., University of Virginia; M.A., Ph.D., University of Florida

Dale L. Wright, *Associate Professor of Education (2001, 2007)*
B.A., M.Ed., University of North Carolina at Wilmington; Ph.D., University of New Hampshire

Xiaofeng Zhao, *Assistant Professor of Management Science (2007, 2007)*
B.S., Xiam Jiaotong University; M.Phil., Northwestern University; MBA, Indiana University of Pennsylvania; Ph.D., University of Tennessee

EMERITI

PRESIDENTS EMERITI

William M. Anderson, Jr., *President Emeritus and Professor Emeritus of Business Administration*
B.S., Virginia Commonwealth University; MPA, West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute & State University

Grellet C. Simpson, *President Emeritus and Professor Emeritus of English*
B.A., Randolph-Macon College; M.A., Ph.D., University of Virginia; LLD, Randolph-Macon College; Litt.D., Flagler College; D.Hum.L., Mary Washington College

VICE PRESIDENTS EMERITI

A. Ray Merchent, *Executive Vice President Emeritus and Professor Emeritus of Education*
B.A., Emory and Henry College; M.Ed., Ed.D., University of Virginia

Ronald E. Singleton, *Vice President of University Relations and Communications Emeritus*
B.A., The College of William and Mary; M.S., Shippensburg University of Pennsylvania; Ph.D., Virginia Commonwealth University

H. Conrad Warlick, *Senior Vice President Emeritus and Professor Emeritus of Education*
B.A., Wake Forest College; M.A., University of North Carolina; Ed.D., University of Virginia

Roy B. Weinstock, *Vice President for Planning, Assessment, and Institutional Research Emeritus and Professor Emeritus of Psychology*
B.A., Brooklyn College; M.A., Hollins College; Ph.D., Syracuse University

DEANS EMERITI

Edward Alvey, Jr., *Dean Emeritus and Professor Emeritus of Education*
B.A., M.A., Ph.D., University of Virginia; D.Hum.L., Mary Washington College

James H. Croushore, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., Lehigh University; Ph.D., Yale University

Philip L. Hall, *Vice President for Academic Affairs and Dean Emeritus*
A.B., The College of Wooster; S.M., Ph.D., The University of Chicago

Reginald W. Whidden, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., McMaster University; Ph.D., Yale University
Senior Associate Dean Emeritus

Robert U. MacDonald, *Senior Associate Dean Emeritus*
B.A., Carson-Newman College; M.S., Madison College

LIBRIARIAN EMERITUS

LeRoy S. Strohl, III, *University Librarian Emeritus*
B.A., Hanover College; M.A., MSLS, University of Kentucky

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B.S., Bucknell University; M.S., Springfield College; Ed.D., Temple University

John N. Pearce, *Director of the James Monroe Museum and Memorial Library, Director of the James Monroe Presidential Center, and University Liaison for the Enchanted Castle Site Emeritus*
B.A., Yale University; M.A., University of Delaware

FACULTY EMERITI

Ernest C. Ackermann, *Professor Emeritus of Computer Science*
B.A., Montclair State University; M.A., Ph.D., The Pennsylvania State University

Clavio F. Ascari, *Professor Emeritus of Italian*
Dottore in Lingue e Letterature Moderne, Università Bocconi

Bulent I. Atalay, *Professor Emeritus of Physics*
B.S., M.S., Ph.D., Georgetown University

James E. Baker, *Distinguished Professor Emeritus of Music*
B.S., M.Ed., Pennsylvania State University; D.M.A., The Catholic University of America

Rachel J. Benton, *Professor Emerita of Health, Physical Education and Recreation*
B.A., De Pauw University, M.A., Ph.D., State University of Iowa

J. Christopher Bill, *Professor Emeritus of Psychology*
B.S., College of the Holy Cross; M.S., University of Bridgeport; Ph.D., Dartmouth College

Julien Binford, *Professor Emeritus of Art*
Graduate, Art Institute of Chicago; Ryerson Fellowship for study in France; Virginia Museum Senior Fellowship; Rosenwald Fellowship

Roger J. Bourdon, *Professor Emeritus of History*
B.S, Loyola University of Los Angeles; M.A., Ph.D., University of California at Los Angeles

Marshall E. Bowen, *Distinguished Professor Emeritus of Geography*
B.Ed., Plymouth Teachers College; M.A., Kent State University; Ph.D., Boston University

Joseph Bozicevic, *Professor Emeritus of Modern Foreign Languages*
B.S., Juniata College; M.A., Middlebury College; Ph.D., Georgetown University

Juliette Breffort-Blessing, *Professor Emerita of Modern Foreign Languages*
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études Politiques de Paris; Doct. U., University of Dijon

Nathaniel Brown, *Professor Emeritus of English*
B.A., Princeton University; M.A., Syracuse University; Ph.D., Columbia University

Stanley F. Bulley, *Professor Emeritus of Music*
L.R.A.M., Royal Academy of Music; Mus.Bac., Mus.Doc., University of Toronto; A.R.C.O., Royal College of Organists

Otho C. Campbell, *Associate Professor Emeritus of History*
B.A., University of Richmond; M.A., American University; Ph.D., University of Virginia

Herbert L. Cover, *Professor Emeritus of Chemistry*
B.S., M.S., Ph.D., University of Virginia

William B. Crawley, Jr., *Distinguished Professor Emeritus of History*
B.A., Hampden-Sydney College; M.A., Ph.D., University of Virginia

Judith A. Crissman, *Professor Emerita of Chemistry*
B.A., Thiel College; Ph.D., University of North Carolina at Chapel Hill

Steven L. Czarsty, *Professor Emeritus of Business Administration*
B.S., B.A., University of Hartford; M.B.A. University of Connecticut; D.B.A. George Washington University

Fredrick Davidson, *Professor Emeritus of Business Administration*
B.S., Texas A & M University; MBA, Ph.D., University of Pittsburgh

Daniel A. Dervin, *Professor Emeritus of English*
B.A., Creighton University; M.A., Ph.D., Columbia University

Eileen K. Dodd, *Professor Emerita of Psychology*
Ph.B., Muhlenburg College; M.A., Ph.D., New York University

Mildred A. Droste, *Associate Professor Emerita of Health and Physical Education*
B.S., Longwood College; M.Ed., Women's College of the University of North Carolina

Albert G. Duke, *Associate Professor Emeritus of Speech*
A.B., M.A., Syracuse University

Samuel T. Emory, Jr., *Distinguished Professor Emeritus of Geography*
A.B., M.A., University of North Carolina; Ph.D., University of Maryland

Lewis P. Fickett, Jr., *Distinguished Professor Emeritus of Political Science*
A.B., Bowdoin College; L.L.B., M.P.A., Ph.D., Harvard University

Victor A. Fingerhut, *Associate Professor Emeritus of Political Science*
B.A., M.A., Yale University

Delmont F. Fleming, *Professor Emeritus of English*
B.A., Eastern Baptist College; M.A., Ph.D., University of Pennsylvania

John K. George, *Professor Emeritus of Chemistry*
A.B., Columbia University; M.S., University of Connecticut; M.S., Clarkson College; Ph.D., University of Virginia

Donald E. Glover, *Distinguished Professor Emeritus of English*
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Roy M. Gordon, *Professor Emeritus of Athletics, Health, and Physical Education*
B.A., Harpur College of the State University of New York; M.S., Springfield College

James B. Gouger, *Professor Emeritus of Geography*
B.A., Montclair State College; M.A., Ph.D., University of Florida

Stephen L. Griffin, *Professor Emeritus of Art*
BFA, University of South Dakota; MFA, University of Wisconsin at Madison

Anne F. Hamer, *Associate Professor Emerita of Music*
B.M., University of Michigan; M.M., The Catholic University of America

Susan J. Hanna, *Professor Emerita of English*
B.A., Ohio State University; M.A., Ph.D., University of Michigan

Richard E. Hansen, *Distinguished Professor Emeritus of English*
B.A., M.S., Ph.D., Duke University

Anna Mae Harris, *Associate Professor Emerita of Mathematical Sciences*
B.A., Mary Washington College; M.A., University of Virginia

Diane F. Hatch, *Professor Emerita of Classics*
B.A., Sweet Briar College; M.A., Ph.D., University of North Carolina

Sonja Dragomanovic Haydar, *Professor Emerita of Dance*
Professional Dance Certificate, Zagreb State Opera Ballet School; Diploma, Meister für Tranz, Berlin; Mozarteum Conservatory of Music, Salzburg

Rosemary H. Herman, *Associate Professor Emerita of Modern Foreign Languages*
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina

Henry W. Hewetson, *Professor Emeritus of Economics*
B.A., University of Toronto; M.A., University of British Columbia; Ph.D., University of Chicago

Margaret M. Hofmann, *Professor Emerita of Modern Foreign Languages*
A.B., Wellesley College; M.A., University of New Hampshire; Ph.D., University of Kansas

Miriam B. Hoge, *Professor Emerita of Modern Foreign Languages*
A.B., Randolph-Macon Women's College; M.A., Ph.D., University of Pennsylvania

Joseph E. Holmes, *Associate Professor Emeritus of Mathematical Sciences*
B.S., M.S., State University of New York at New Paltz; Ed.D., University of Virginia

Patricia J. Holmes, *Associate Professor Emerita of Mathematics*
B.A., University of Colorado; M.S., Oregon State University

Anna S. Hoye, *Professor Emerita of Biological Sciences*
A.B., Lynchburg College; M.S., Ph.D., University of Wisconsin

Margaret Williamson Huber, *Distinguished Professor Emerita of Anthropology*
B.A., Bryn Mawr College; B.Litt., D.Phil., Oxford University

Rose Mary Johnson, *Professor Emerita of Biological Sciences*
A.B., Hood College; M.A., Ph.D., University of Virginia

Thomas L. Johnson, *Professor Emeritus of Biological Sciences*
B.A., Lynchburg College; M.A., Ph.D., University of Virginia

J. William Kemp, Jr., *Professor Emeritus of English*
B.A., Millsaps College; M.A., Mississippi State University; Ph.D., University of South Carolina at Columbia

Richard J. Krickus, *Distinguished Professor Emeritus of Political Science*
B.A., The College of William and Mary; M.A., University of Massachusetts; Ph.D., Georgetown University

Bernard C. Lemoine, *Professor Emeritus of Music*
B.M., Oberlin Conservatory of Music; M.M., University of Illinois; Ph.D., The Catholic University of America

Almont Lindsey, *Professor Emeritus of History*
B.S., Knox College; M.A., Ph.D., University of Illinois

Stephen L. Lipscomb, *Professor Emeritus of Mathematics*
B.A., Fairmont State College; M.A., West Virginia University; Ph.D., University of Virginia

B. David MacEwen, *Professor Emeritus of Psychology*
B.A., LaVerne College; M.A., University of California at Los Angeles; Ph.D., Arizona State University

Bernard L. Mahoney, Jr., *Distinguished Professor Emeritus of Chemistry*
B.S., M.S., Boston College; Ph.D., University of New Hampshire

Carol S. Manning, *Professor Emerita of English*
B.A., Delta State College; M.A., University of Kentucky; Ph.D., State Universtiy of New York at Albany

Adrienne C. May, *Associate Professor Emerita of Education*
B.A., M.A.L.S., Mary Washington College; Ed.D,. Universtiy of Virginia

Robert L. McConnell, *Professor Emeritus of Geology*
B.S., M.S., University of Tennessee; Ph.D., University of California at Santa Barbara

Sammy R. Merrill, *Distinguished Professor Emeritus of German*
B.A., Wake Forest University; M.A., Duke University; Ph.D., Cornell University

Barbara S. Meyer, *Professor Emerita of Art*
B.A., Trinity University; M.A., University of Maryland; Ph.D., Johns Hopkins University

Fred E. Miller, *Associate Professor Emeritus of Economics*
A.B., M.A., Colorado State College of Education

Nancy H. Mitchell, *Professor Emerita of English*
B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

Sidney H. Mitchell, *Professor Emeritus of English*
B.A., Swarthmore College; M.A., Ph.D., University of Virginia

Thomas G. Moeller, *Professor Emeritus of Psychology*
B.A., Marquette University; M.A., Ph.D., University of Iowa

W. Brown Morton, III, *Professor Emeritus of Historic Preservation*
BAH, University of Virginia; Diplome, École des Beaux Arts

Paul C. Muick, *Professor Emeritus of Art*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Lorene C. Nickel, *Professor Emerita of Art*
B.A., Goshen College; MFA, University of Florida

Vera Niebuhr, *Associate Professor Emerita of German*
B.A., Douglass College; M.A., Ph.D., University of Wisconsin at Madison

Nikola M. Nikolic, *Professor Emeritus of Physics*
B.S., Belgrade University; M.A., Ph.D., Columbia University

Patricia P. Norwood, *Professor Emerita of Music*
B.M., Wheaton College; M.M., Ph.D., University of Texas at Austin

Cornelia D. Oliver, *Distinguished Professor Emerita of Art*
B.A., Smith College; A.M., Duke University; Ph.D., The Catholic University of America

Joan T. Olson, *Associate Professor Emerita of Sociology*
B.A., Wheaton College; M.A., Michigan State University; Ph.D., Northwestern University

Richard P. Palmieri, *Professor Emeritus of Geography*
B.S., State College at Boston; M.A., University of Texas; Ph.D., University of California at Davis

Mary Jo Parrish, *Professor Emerita of Biological Sciences*
B.A., M.A., University of North Carolina; Ph.D., University of Virginia

Aniano Peña, *Professor Emeritus of Modern Foreign Languages*
M.A., Temple University; Ph.D., University of Pennsylvania

Mary W. Pinschmidt, *Distinguished Professor Emerita of Biological Sciences*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

William C. Pinschmidt, Jr., *Professor Emeritus of Biological Sciences*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

William Ray Pope, *Associate Professor Emeritus of Psychology*
B.S., M.A., Middle Tennesse State University; Ph.D., Virginia Commonwealth University

Alice B. Rabson, *Professor Emerita of Psychology*
A.B., Cornell University; M.S., Ph.D., Purdue University

Claudia M. Read, *Professor Emerita of Health, Physical Education, and Recreation*
B.S., Women's College of the University of North Carolina; M.A., New York University

Joanna L. Reynolds, *Associate Professor Emerita of Spanish*
A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

John H. Reynolds, *Professor Emeritus of Computer Science*
A.S., Eastern Oklahoma A & M; B.S. Southeastern State College; M.S., State University of New York at Stony Brook

Carmen L. Rivera, *Professor Emerita of Modern Foreign Languages*
B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

Key Sun Ryang, *Professor Emeritus of History*
B.A., Trinity University; M.A., Ph.D., University of Maryland

Raman K. Singh, *Professor Emeritus of English*
B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

Paul C. Slayton, Jr., *Distinguished Professor Emeritus of Education*
B.S., M.Ed., Ed.D., University of Virginia

Roy H. Smith, *Distinguished Professor Emeritus of Psychology*
B.S., University of Tennessee; Ph.D., University of Pennsylvania

Charles A. Sletten, *Professor Emeritus of Sociology*
B.A., University of Virginia; A.M., Ph.D., Harvard University

Mary Ellen Stephenson, *Professor Emerita of Modern Foreign Languages*
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, *Professor Emeritus of American Studies*
B.A., Stanford University; M.A., American University; Ph.D., Emory University

Arthur L. Tracy, *Associate Professor Emeritus of History and American Studies*
B.A., Barrington College; M.A., Ph.D., American University

Joseph C. Vance, *Professor Emeritus of History*
B.A., M.A., Ph.D., University of Virginia

George Montgomery Van Sant, *Distinguished Professor Emeritus of Philosophy*
A.B., St. John's College; M.A., Ph.D., University of Virginia

Brenda E. Vogel, *Professor Emerita of Education*
BFA, Virginia Commonwealth University; M.A.Ed., Ed.D., Virginia Polytechnic Institute and State University

Richard H. Warner, *Professor Emeritus of History*
A.B., Dartmouth College; M.A., Ph.D., New York University

Stephen H. Watkins, *Professor Emeritus of English*
B.A., M.A., Ph.D., Florida State University

Katharine F. Wells, *Associate Professor Emerita of Health, Physical Education, and Recreation*
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Janet F. Wishner, *Professor Emerita of Philosophy*
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, *Professor Emeritus of Chemistry*
B.A., M.A., Ph.D., University of Maryland

Rebecca T. Woosley, *Associate Professor Emerita of Health and Physical Education*
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Martha F. Zaidman, *Associate Professor Emerita of Computer Science*
B.S., Brooklyn College; M.S., The George Washington University

Janet G. Zeleznock, *Associate Professor Emerita of Mathematics*
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, *Professor Emeritus of Education*
B.A., The College of William and Mary; M.A.T., Howard University; Ph.D., The Catholic University of America

FACULTY AWARDS

Five University awards are presented each year to outstanding members of the faculty. The first four awards listed are presented at the Commencement ceremonies. The "Topher" Bill Award is presented at the opening general faculty meeting at the start of each fall semester.

GRELLET C. SIMPSON AWARD

Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the University on its primary mission as an undergraduate, teaching institution. Named for former President Grellet C. Simpson, this award was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching. The faculty rank shown is the person's rank at the time of the award.

1972 Carmen L. Rivera, *Professor of Modern Foreign Languages*
1973 Sidney H. Mitchell, *Professor of English*
1974 Anna S. Hoye, *Professor of Biology*
1975 Earl G. Insley, *Professor of Chemistry*
1976 Donald E. Glover, *Professor of English*
1977 Glen R. Thomas, *Professor of American Studies*
1978 Nancy H. Mitchell, *Professor of English*
1979 Elizabeth A. Clark, *Professor of Religion*
1980 Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981 Arthur L. Tracy, *Associate Professor of History*
1982 Mary W. Pinschmidt, *Professor of Biology*
1983 Joseph C. DiBella, *Associate Professor of Art*
1984 Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985 Susan J. Hanna, *Professor of English*
1986 George M. Van Sant, *Professor of Philosophy*
1987 Marshall E. Bowen, *Professor of Geography*
1988 Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989 Roger J. Bourdon, *Professor of History*
1990 Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991 Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992 David W. Cain, *Professor of Religion*
1993 Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994 William B. Crawley, Jr., *Distinguished Professor of History*
1995 Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*
1996 Carol S. Manning, *Professor of English*
1997 Topher Bill, *Professor of Psychology*
1998 Bulent I. Atalay, *Professor of Physics*

1999 Steven A. Greenlaw, *Associate Professor of Economics*
2000 William Kemp, *Professor of English*
2001 Clavio F. Ascari, *Professor of Italian*
2002 Steve R. Hampton, *Associate Professor of Psychology*
2003 Rosemary Barra, *Professor of Biology*
2004 John H. Reynolds, *Professor of Computer Science*
2005 David J. Long, *Professor of Music*
2006 John M. Kramer, *Distinguished Professor of Political Science*
2007 Thomas G. Moeller, *Professor of Psychology*
2008 Margaret Huber, *Distinguished Professor of Anthropology*
2009 Jean Ann Dabb, *Associate Professor of Art History*
2010 Gregg Stull, *Professor of Theatre*
2011 Teresa A. Kennedy, *Professor of English*
2012 Dawn S. Bowen, *Professor of Geography*

ALUMNI ASSOCIATION OUTSTANDING YOUNG FACULTY MEMBER AWARD

The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the University from two to five years. The faculty rank shown is the person's rank at the time of the award.

1989 James E. Goehring, *Assistant Professor of Religion*
1990 George King, III, *Associate Professor of Physics*
1991 Grant R. Woodwell, *Assistant Professor of Geology*
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 Gregg Stull, *Assistant Professor of Theatre*
1996 Janusz Konieczny, *Assistant Professor of Mathematics*
1997 Mehdi Aminrazavi, *Assistant Professor of Philosophy and Religion*
1998 W. Gardner Campbell, *Assistant Professor of English*
1999 Christine A. McBride, *Assistant Professor of Psychology*
2000 Kelli M. Slunt, *Assistant Professor of Chemistry*
2001 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2002 Carole A. Garmon, *Assistant Professor of Art*
2003 Claudia Emerson, *Associate Professor of English*
2004 Leanna C. Giancarlo, *Assistant Professor of Chemistry*
2005 Miriam N. Liss, *Assistant Professor of Psychology*
2006 Craig T. Naylor, *Assistant Professor of Music*
2007 Jason W. Davidson, *Assistant Professor of Political Science*
2008 Keith E. Mellinger, *Assistant Professor of Mathematics*

2009 W. Shawn Humphrey, *Assistant Professor of Economics*
2010 Robert R. Barr, *Associate Professor of Political Science*
2011 Krystyn R. Moon, *Associate Professor of History*
2012 Rosemary K. Jesionowski, *Assistant Professor of Art*

MARY W. PINSCHMIDT AWARD

Members of the senior class select the winner of the Mary W. Pinschmidt award. Established in 1999 in honor of a long-time professor of biology, this award recognizes the faculty member who seniors select as the person they will most likely remember as the one who had the greatest impact on their lives. The faculty rank shown is the person's rank at the time of the award.

1999 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2000 Werner Wieland, *Professor of Biology*
2001 Erin H. Fouberg, *Assistant Professor of Geography*
2002 Topher Bill, *Professor of Psychology*
2003 Gregg Stull, *Associate Professor of Theatre*
2004 José Ángel Saínz, *Assistant Professor of Spanish*
2005 William B. Crawley, Jr., *Distinguished Professor of History*
2006 Claudia Emerson, *Associate Professor of English*
2007 Kenneth D. Marchande, *Assistant Professor of Business Administration*
2008 W. Brown Morton III, *Professor of Historic Preservation*
2009 Jean Ann Dabb, *Associate Professor of Art History*
2010 Stephen C. Davies, *Assistant Professor of Computer Science*
2011 Chad M. Murphy, *Assistant Professor of Political Science*
2012 Gary N. Richards, *Assistant Professor of English*

GRADUATE FACULTY AWARD

Established in 2003, this award recognizes an exceptional full-time faculty member who demonstrates excellence in graduate teaching and professional leadership in a graduate program. The person selected must have served in a full-time position at the University for at least two years. The faculty rank shown is the person's rank at the time of the award.

2003 Andrew Blair Staley, *Assistant Professor of Leadership and Management*
2004 Jo Tyler, *Associate Professor of Linguistics and Education*
2005 Alan G. Heffner, *Professor of Leadership and Management*
2006 Norah S. Hooper, *Associate Professor of Education*
2007 Gail D. Brooks, *Associate Professor of Computer Information Systems*
2008 Brenda E. Vogel, *Professor of Education*

2009 Kimberley L. Kinsley, *Assistant Professor of Leadership and Management*
2010 Suzanne Houff, *Professor of Education*
2011 Laurie B. Abeel, *Associate Professor of Education*
2012 Mukesh Srivastava, *Associate Professor of Management Information Systems*

J. CHRISTOPHER "TOPHER" BILL FACULTY SERVICE AWARD

The Topher Bill Award recognizes outstanding faculty service. Nominees must have served a minimum of seven years as a member of the Mary Washington teaching faculty and must have been heavily and consistently involved in a variety of service roles through department, college, university, and/or community service activities. This award is presented annually at the opening general faculty meeting in August. The faculty rank shown is the person's rank at the time of the award.

2003 Sammy R. Merrill, *Distinguished Professor of German*
2004 Roy H. Smith, *Distinguished Professor of Psychology*
2005 Patricia P. Norwood, *Professor of Music*
2006 Raymond B. Scott, *Professor of Chemistry*
2007 Martha V. Fickett, *Professor of Music*
2008 Debra L. Hydorn, *Professor of Mathematics*
2009 Ana G. Chichester, *Associate Professor of Spanish*
2010 Kelli M. Slunt, *Professor of Chemistry*
2011 Ernest C. Ackermann, *Professor of Computer Science*

ACADEMIC CALENDAR

FALL SEMESTER 2012

Residence halls open 8:15 a.m.-12 noon for entering freshmen and new transfer students	Wednesday, August 22
New Student Orientation begins (B.A./B.S. students only)	Wednesday, August 22
Honor Convocation	Thursday, August 23
Residence halls open 9 a.m.-5 p.m. for returning students	Sunday, August 26
Classes begin (8 a.m.)	Monday, August 27
Last day to add courses (by 5 p.m.) 16-week semester and 1st. 8-week term	Friday, August 31
Last day to drop 1st. 8-week term course without grade of W	Wednesday, September 5
Major Declaration due (B.A./B.S. students only)	Tuesday, September 11
Last day to drop 16-week semester courses without grade of W	Friday, September 14
Last day to withdraw from 1st. 8-week term course without a grade of F	Friday, September 21
Last day to change to/from a pass/fail grade for 1st. 8-week term	Friday, September 21
Family Weekend	Friday-Sunday, September 21-23
Classes end for 1st. 8-week term	Friday, October 12
Last day to withdraw from the University (all courses) if registered for a 1st 8-week course (students may not be enrolled for 2nd 8-week session if withdrawing from 1st 8-week session)	Friday, October 12
*Fall Break (16 week semester) begins at 5 p.m.; residence halls remain open	Friday, October 12
Final exams for 1st. 8-week term classes	Monday-Friday, October 15-19
Fall Break ends; classes resume at 8 a.m.	Wednesday, October 17
Advising Period	Wednesday-Friday, October 17-26
Homecoming Weekend	Friday-Saturday, October 19-20
2nd. 8-week term classes begin	Monday, October 22
Last day to withdraw from a 16-week course without a grade of F; last day to change from/to pass/fail grade (16-week semester courses)	Friday, October 26

Last day to add courses for 2nd 8-week term	Friday, October 26
Advance registration for upcoming Spring semester	Monday-Friday, October 29-November 9
Last day to drop a 2nd 8-week course without a grade of W	Wednesday, October 31
Last day to withdraw from a 2nd. 8-week term course without a grade of F	Friday, November 16
Last day to change to/from pass/fail grade for 2nd. 8-week term	Friday, November 16
*Thanksgiving Break begins at 8 a.m.; residence halls (except Eagle Landing) close at l0 a.m.	Wednesday, November 21
Residence halls open at 2 p.m.	Sunday, November 25
Thanksgiving Break ends; classes resume at 8 a.m.	Monday, November 26
Classes end; last day to withdraw from the University(if registered for 16-week courses and/or 2nd. 8-week term courses if no grade was awarded for a 1st 8-week term course)	Friday, December 7
Reading Period	Saturday-Sunday, December 8-9
Final Examinations (16-week and 2nd. 8-week term)	Monday-Friday, December 10-14
Residence halls (except Eagle Landing) close at 10 a.m.	Saturday, December 15

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

SPRING SEMESTER 2013

Residence halls open 9 a.m.-12 noon for new students	Thursday, January 10
New Student Orientation (B.A./B.S. students only)	Thursday, January 10
Residence halls open 9 a.m.-5 p.m. for returning students	Sunday, January 13
Classes begin (16 week semester and 1st 8 week term)	Monday, January 14
Late registration (16-week semester)	Monday, January 14
Last day to add courses (by 5 p.m.), 16-week term and 1st. 8-week term	Friday, January 18
Martin Luther King Jr. Day (no classes)	Monday, January 21
Last day to drop 1st. 8-week class without grade of W	Wednesday, January 23
Major Declaration due (B.A./B.S. students only)	Thursday, January 24
Last day to drop 16-week semester course(s) without grade of W	Friday, February 1
Last day to withdraw from 1st. 8 week term course without a grade of F	Wednesday, February 13
Last day to change to or from pass/fail grading (1 st. 8-week courses)	Wednesday, February 13

Last day of classes for 1st 8-week term	Friday, March 1
Last day to withdraw from the University (all courses) if registered for a 1st 8-week course (students may not be enrolled for 2nd 8-week session if withdrawing from 1st 8-week session)	Friday, March 1
*Spring Break (for 16 week semester) begins at 5 p.m.; residence halls (except for Eagle Landing) close at 9 p.m.	Friday, March 1
Final exams for 1st 8-week term	Monday-Friday, March 4-8
Residence halls open at 2 p.m.	Sunday, March 10
Spring Break ends; classes resume at 8 a.m.	Monday, March 11
Classes begin (2nd 8-week term)	Monday, March 11
Registration for upcoming Summer semester begins	Monday, March 11
Advising Period	Monday-Friday, March 11-22
Last day to withdraw from a 16-week course without a grade of F; last day to change from/to pass/fail grade (16-week semester courses); last day to register for 2nd. 8-week term courses	Friday, March 15
Outcomes Assessment evaluation of currently enrolled graduation seniors	Monday-Sunday, March 18 - March 31
Last day to drop 2nd 8-week term course without grade of W	Wednesday, March 20
Advance registration for upcoming Fall semester	Monday-Friday, March 25-April 5
Last day to change from/to pass/fail grading in 2nd 8-week term classes	Wednesday, April 10
Last day to withdraw from 2nd. 8-week term course without a grade of F	Wednesday, April 10
Multicultural Fair	Saturday, April 13
Classes end; Last day to withdraw from the University if registered for 16-week courses and/or 2nd 8-week courses if no grade has been received in 1st 8-week term	Friday, April 26
Reading Period	Saturday-Sunday, April 27-28
Final Examinations (16-week semester and 2nd. 8-week term)	Monday-Friday, April 29 - May 3
All residence halls close at 10 a.m. (except for graduating seniors)	Saturday, May 4
Graduate Commencement	Friday, May 10
Undergraduate Commencement	Saturday, May 11
Residence halls close at 10 a.m. (for graduating seniors)	Sunday, May 12

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

MAY/JUNE FIVE-WEEK SUMMER TERM 2013

Registration begins	Monday, March 11
Residence halls open at 2 p.m.	Sunday, May 19
Classes begin (8 a.m.)	Monday, May 20
Last day to add courses (by 5 p.m.)	Wednesday, May 22
Memorial Day (no classes)	Monday, May 27
(Daytime classes made up on ...) (Evening classes made up on ...)	(Friday, May 31) (first open evening)
Last day to drop courses without a grade of W	Tuesday, May 28
Reunion Weekend	Friday-Sunday, May 31 - June 2
Last day to change from to pass/fail grade	Monday, June 3
Last day to withdraw from a course without a grade of F	Monday, June 3
Classes end; last day to withdraw from this term	Tuesday, June 18
Reading Period	Wednesday, June 19
Examinations	Thursday, June 20
Residence halls close at 10 a.m.	Friday, June 21

EIGHT-WEEK SUMMER TERM 2013

Registration begins	Monday, March 11
Residence halls open at 2 p.m.	Sunday, May 19
Classes begin (8 a.m.)	Monday, May 20
Last day to add courses (by 5 p.m.)	Friday, May 24
Memorial Day (no classes) (Daytime classes made up on Friday, May 31) (Evening classes made up on first open evening)	Monday, May 27
Last day to drop courses without a grade of W	Friday, May 31
Reunion Weekend	Friday-Sunday, May 31 - June 2
Last day to withdraw from a course without a grade of F	Friday, June 7
Last day to change from/to a pass/fail course without a grade of F	Friday, June 7
Independence Day (no classes) (Daytime classes made up on ...) (Evening classes made up on ...)	Thursday, July 4 (Friday, July 12) (first open evening)
Last day to withdraw from this term	Friday, July 5
Classes end	Friday, July 12

TEN-WEEK SUMMER TERM 2013

Registration begins	Monday, March 11
Residence halls open at 2 p.m.	Sunday, May 19
Classes begin (8 a.m.)	Monday, May 20
Last day to add courses (by 5 p.m.)	Friday, May 24
Memorial Day (no classes) (Daytime classes made up on Friday, May 31)	Monday, May 27
(Evening classes made up on first open evening)	
Last day to drop courses without a grade of W	Friday, May 31
Reunion Weekend	Friday-Sunday, May 31 - June 2
Last day to withdraw without a grade of F; last day to change to/from pass/fail grade	Friday, June 28
Independence Day (no classes) (Daytime classes made up on ...) (Evening classes made up on ...)	Thursday, July 4 (Friday, July 12) (first open evening)
Last day to withdraw from this term	Friday, July 19
Classes end	Thursday July 25
Residence Halls close at 10 a.m.	Friday, July 26

JUNE/JULY FIVE-WEEK SUMMER TERM 2013

Registration begins	Monday, March 11
Residence halls open at 2 p.m.	Sunday, June 23
Classes begin (8 a.m.)	Monday, June 24
Last day to add courses (by 5 p.m.)	Wednesday, June 26
Last day to drop courses without a grade of W	Tuesday, July 2
Independence Day observed (no classes)	Thursday, July 4
(Daytime classes made up on ...) (Evening classes made up on ...)	(Friday, July 12) (first open evening)
Last day to withdraw from a course without a grade of F; last day to change to/from pass/fail grade	Monday, July 8
Classes end; last day to withdraw from this term	Tuesday, July 23
Reading Period	Wednesday, July 24
Examinations	Thursday, July 25
Residence halls close at 10 a.m.	Friday, July 26

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Photo Credits

All photos by Norm Shaffer.

Design and Editorial Credits

Layout and design by AJ Newell and John T. Morello.
Edited by John T. Morello with invaluable assistance by Janet L. West, Angela N. Lilly, and Amy J. O'Reilly.

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